

BUSINESS EDUCATION

forum

OCTOBER 1981

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UNITED BUSINESS EDUCATION ASSOCIATION

A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION

In This Issue

SHORTHAND

PERSONAL DEVELOPMENT

TYPEWRITING

BOOKKEEPING

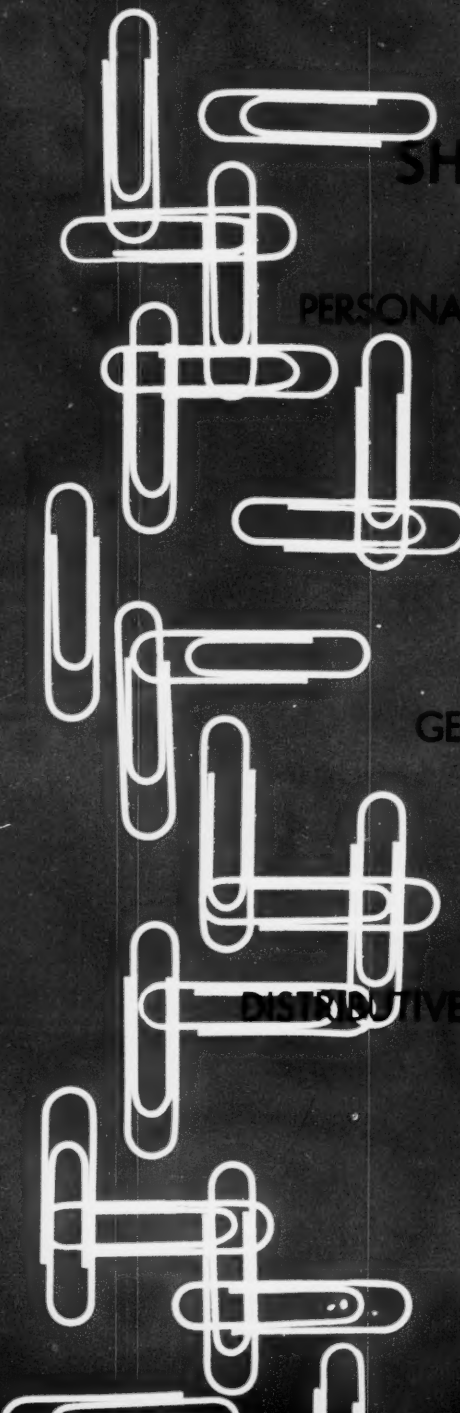
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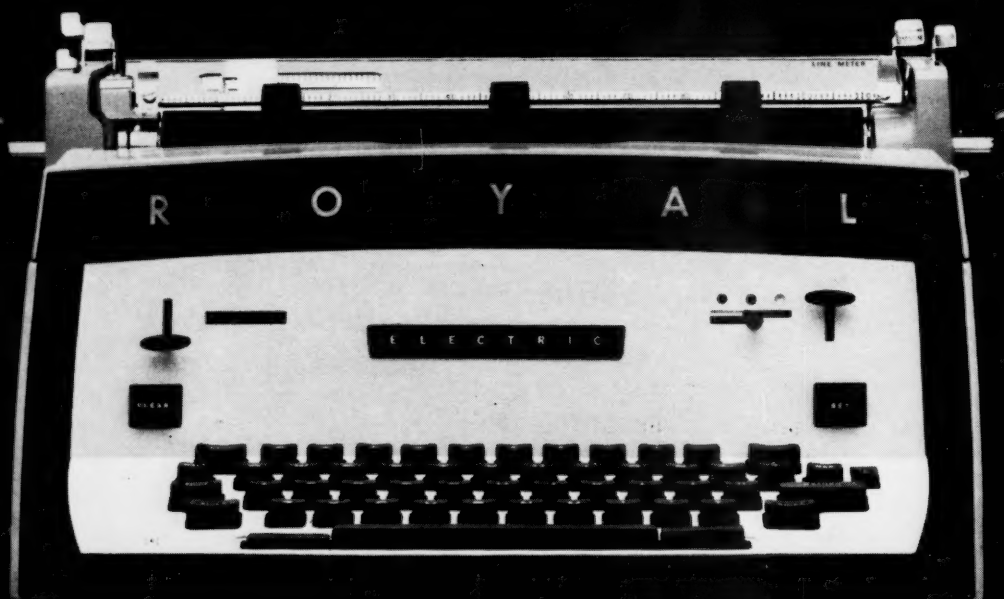
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Dear Member of UBEA:

► Beginning a new volume of the BUSINESS EDUCATION FORUM at the UBEA Headquarters Office is like beginning a new year in the classroom - we have hopes and aspirations for the best year ever. Following the successful format adopted several years ago, the editors are scouting across the nation for contributors who have new approaches, new ideas, new buildings, experimental classes, and more information about almost anything and everything that pertains to business education. If it is really new, we want you to read about it in the FORUM.

► The new year in the classroom brings new teachers into the profession. Nearly 225 of the new business teachers who entered the profession this year are winners of the UBEA Award of Merit - an award made annually to the most outstanding business education graduate in each of the colleges and universities with membership in the National Association for Business Teacher Education. This month we welcome all new business teachers; in the November issue of the FORUM we will salute the 1961 winners of the UBEA Award of Merit.

► What happened this summer at the UBEA Headquarters Office? Here is a roundup of events during the warm weather months. The month of May was an unusually busy time for the staff. Most days were spent in the exciting duties pertaining to the conventions in June, year-end reports, award programs, testing centers, summer session materials, and the like. Conferences and committee meetings filled each weekend.

► The Conference of Presidents and Executive Directors of NEA Departments brought President Parker Liles to Washington on May 7. While here for the conference, he found time to visit with the staff at the UBEA Headquarters Office and to outline in some detail his ideas for expanding the services of the Association. Dr. Liles expressed the hope that more business teachers will take the time to learn about and to use more extensively the UBEA testing services.

► Every means of transportation was used to provide schools and testing centers with copies of the National Business Entrance Tests and the Students Typewriting Tests in May and June. There was a 22 per cent increase in the number of NBETesting Centers over one year ago. This increase kept the "test handlers" on the job and alert to the urgency of meeting the deadlines.

► Representatives of the various associations that accepted the Plan for National Unity for Business Education met at the Palmer House in Chicago on May 20 and 21. The purpose of the meeting was to review the revised constitutions and bylaws of the associations and to outline in more detail some procedures for implementing the plan. One of the questions asked the committee most frequently concerns the adjustment of terms of the representatives. The schedule on page 2 shows the number of representatives to be elected by the regions and their terms on the Executive Board of the American Business Education Association.

(Over, please)

AMERICAN BUSINESS EDUCATION ASSOCIATION

Elected Representatives to Executive Board, 1962-1964
In Accordance with Implementation Plan for National Unity in Business Education

	July 1, 1961	July 1, 1962	July 1, 1963	July 1, 1964	July 1, 1965	July 1, 1966	July 1, 1967
EBEA REGION:							
Mary Ellen Oliverio, 1959-62 - - - - -							
James G. Brown, 1960-63 - - - - -							
Jeanne Skawinski, 1961-64 - - - - -							
1962, No Representative to be elected for 1962-65 - - -							
1963, Elect One Representative for 1963-66 - - - - -							
1964, Elect Representative(s)* for 1964-67 - - - - -							
Total Number of Representatives, EBEA Region	3	2	2	See*	See*	See*	
M-PBEA REGION:							
Gerald Porter, 1959-62 - - - - -							
F. Kendrick Bangs, 1960-63 - - - - -							
Ralph Reed, 1961-64 - - - - -							
1962, No Representative to be elected for 1962-65 - - -							
1963, Elect One Representative for 1963-66 - - - - -							
1964, Elect Representative(s)* for 1964-67 - - - - -							
Total Number of Representatives, M-PBEA Region	3	2	2	See*	See*	See*	
N-CBEA REGION:							
Arnold Condon, 1959-62 - - - - -							
Frank W. Lanham, 1960-62 - - - - -							
Lorraine Missling, 1961-62 - - - - -							
Dec. 1961, Elect One Representative for 1962-63 - - -							
Dec. 1961, Elect One Representative for 1962-64 - - -							
Dec. 1961, Elect One Representative for 1962-65 - - -							
Dec. 1962, Elect One Representative for 1963-66 - - -							
Dec. 1963, Elect Representative(s)* for 1964-67 - - -							
Total Number of Representatives, N-CBEA Region	3	3	3	See*	See*	See*	
SBEA REGION:							
Z. S. Dickerson, 1959-62 - - - - -							
Harry Huffman, 1960-63 - - - - -							
Wilson Ashby, 1961-64 - - - - -							
1962, No Representative to be elected for 1962-65 - - -							
1963, Elect One Representative for 1963-66 - - - - -							
1964, Elect Representative(s)* for 1964-67 - - - - -							
Total Number of Representatives, SBEA Region	3	2	2	See*	See*	See*	
WBEA REGION:							
Clisby Edlefsen, 1959-62 - - - - -							
Ralph C. Asmus, 1960-63 - - - - -							
Alvin Danielson, 1961-64 - - - - -							
1962, No Representative to be elected for 1962-65 - - -							
1963, Elect One Representative for 1963-66 - - - - -							
1964, Elect Representative(s)* for 1964-67 - - - - -							
Total Number of Representatives, WBEA Region	3	2	2	See*	See*	See*	

*Beginning July 1, 1964, the number of representatives for each region is based on the number of members in the region - one representative for each 1,000 members or major fraction thereof.

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THE SHORTHAND FORUM

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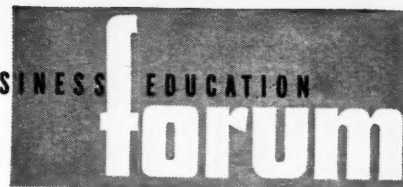
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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892, and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946. BUSINESS EDUCATION FORUM was published under the title UBEA FORUM from March 1947 through May 1949. A Volume Index to BUSINESS EDUCATION FORUM is published annually in the May issue for member-subscribers. The contents are indexed in BUSINESS EDUCATION INDEX and in THE EDUCATION INDEX. The UBEA does not assume responsibility for the points of view or opinions of the contributors to BUSINESS EDUCATION FORUM unless such statements have been established by a resolution of the Association.



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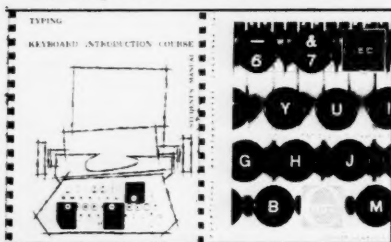
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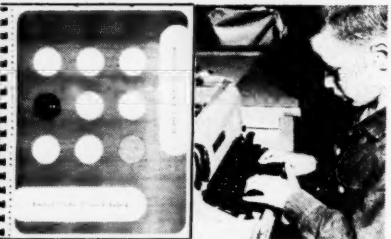
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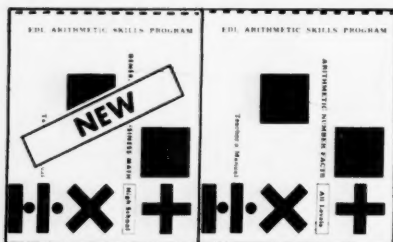
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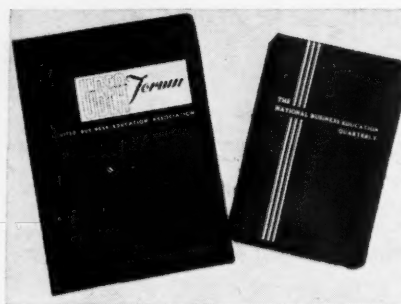
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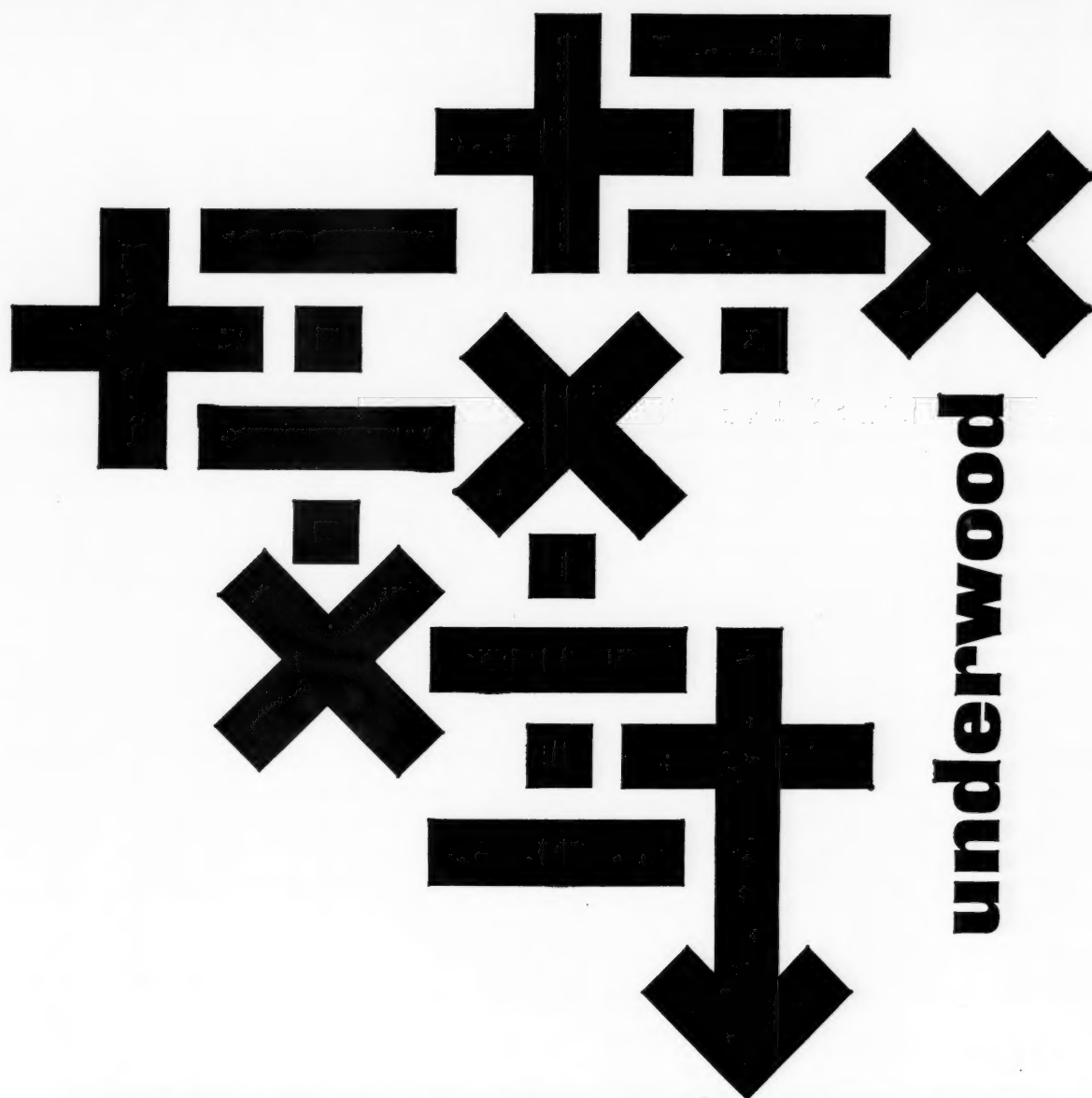
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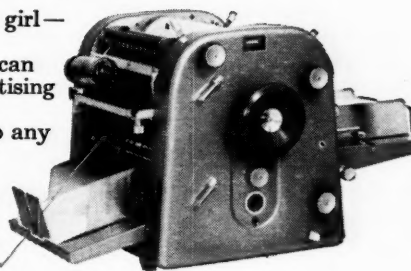
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The

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This Month's FORUM

"Perhaps the newest thing in shorthand is not in shorthand at all, but in the people who are taking it—and the purposes for which they are taking it." This lead sentence keynotes the Shorthand Feature Section (pages 11-23). Teachers of shorthand and transcription will agree that the articles this month start the school year in the right direction.

Keeping up with trends in business is always a challenge for the business teacher. Automation's role in bookkeeping and accounting, new innovations in banking and the telephone industry, and mechanization in the post office are a few of the up-to-date topics in the Services Section (pages 25-35). Personal development of the student, an essential in job preparation, receives excellent attention in two other articles.

To assist business teachers in building a good professional library, UBEA provides an outstanding publications program (pages 36 and 47-50). The Publications List in this issue of the FORUM describes only the most recent publications offered for sale.

Next Month's FORUM

Typewriting, the subject attracting the largest number of students to the business education department, receives the "special" treatment next month. The editor has planned the Feature Section to show how typewriting fits into general education—a timely theme. Next month's issue promises to be no exception in the long line of interesting and informative Feature Sections. Then, too, the Services Section in the November issue has a variety of other articles scheduled. Among them are "Adjusting the Clerical Curriculum to the Low-Ability Student" and "Pretranscription Instruction."—D.C.C.

Editor: Shorthand Forum
ARNOLD CONDON
University of Illinois
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Shorthand in the 60's

Once again the October issue of the FORUM affords us shorthand teachers an opportunity to examine our favorite teaching subject—shorthand. It is the purpose of this Feature Section to take a look at some of the current issues facing teachers of shorthand. Among them are:

1. *Shorthand Systems.* Ever since recorded history began, men have attempted to improve upon the current means of recording speech. So, through the ages, hundreds, or perhaps thousands, of shorthand systems have been invented. Tironian Shorthand (invented at the time of Caesar) survived for over one thousand years—a longer period than any modern system has lasted.

At present, there are about five shorthand systems being actively promoted in the United States. What about these systems? Is any one system highly superior to the others? It should be remembered that many criteria should be considered in evaluating shorthand systems. Among them are (a) What is the objective of the system (personal use, stenographic, executive secretarial, or court reporting)? (b) What about the memory load? (c) How efficient is the system to write? (d) How efficient is the system to read? (e) How efficient is the system in regard to words with multiple meanings?

Of course, the perfect system has not and probably will never be invented. Recently there have been a number of innovations in shorthand; systems and modifications of systems have been produced with varying objectives. For instance, the personal-use objective is receiving more attention than it has in the past. Obviously, any one system will not provide the greatest efficiency for each of the various shorthand objectives. Therefore, we need to give careful attention to the relationship between the desired objective and the system which will meet the needs of that objective.

2. *Curriculum Placement.* Closely related to the choice of system according to the stated objective, is the consideration of grade placement. What kinds of courses should be offered? What is the effect of course objective upon the type and length of course? Where in the curriculum should each type of course be offered?

Perhaps entirely new concepts regarding objectives, course content, and grade placement are needed. Above all, we shorthand teachers must maintain an open mind and be ready to discard the old comfortable way of doing things and be ready and eager to try new systems, methods, and what might seem to be unorthodox curriculum placement.

3. *Teaching Methods.* Inasmuch as shorthand has been taught for such a long time, one might assume that teaching methods would be pretty well stabilized. Whenever our teaching methods do become stabilized, we can be almost certain that progress is no longer being made.

The shorthand teacher should, of course, try to keep up to date in regard to teaching methods through the usual professional means—by becoming a member of professional organizations, by reading the fine professional literature available, and by attending and participating in conferences and business education conventions.

Most important of all, perhaps, is to develop an inquiring mind which will lead teachers to develop their own teaching methods. The resulting method should be constantly evaluated and modified in an attempt to avoid the pitfall of becoming routine.

4. *A Teaching Philosophy.* But, in spite of the best course of study in the world, the correct grade placement, and best teaching methods, the teacher is still the most important factor in the learning process. It is the teacher who puts life into the course and makes it a success. Therefore, perhaps we should give consideration to the desirable qualities, attitudes, and abilities of the truly superior shorthand teacher. While some may believe that superior teachers are born and not made; much can be done to make even a superior teacher more effective. Much of this effectiveness is beyond the scope of general knowledges or skills—it is the personal philosophy of the business teacher.

It is hoped that the Shorthand Feature Section may not only contribute to your background knowledge and general effectiveness as a shorthand teacher, but that it will also inspire you to develop a superior teaching philosophy.

—ARNOLD CONDON, *Issue Editor.*

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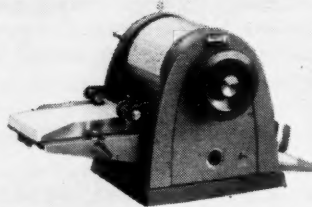
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Three-Dimensional Shorthand

by MARGARET E. ANDREWS

Minneapolis Public Schools, Minneapolis, Minnesota

Perhaps the newest thing in shorthand is not in shorthand at all, but in the people who are taking it—and the purposes for which they are taking it. True there are new shorthand systems on the market and new adaptations of old systems. All of these developments reflect the current milieu. One system for one purpose, however, cannot meet today's needs. The answer is thus being found in three-dimensional shorthand—in shorthands.

Shorthand in the truly comprehensive secondary school today might more appropriately be referred to as shorthands. In yesteryear if the question were asked, "What kind of shorthand do you teach in your school?" the answer would probably have been, "Gregg," "Pitman," or some other trade name. Today new dimensions have been added to shorthand. The answers more likely to be received to such a query would be "vocational shorthand," "personal-use shorthand," or "accelerated shorthand." These are the differing emphases which are new and which have given shorthand its 3-D look.

The new emphases in shorthand not only reflect the current scene but, more important, attempt to alter it. Let's look at the situation in a typical comprehensive secondary school.

Assessing the Current Situation

Perhaps the chief influence contributing to the new emphases in shorthand is the tremendous importance given to college-going and thus to college-preparatory courses. This has left less time for elective business courses. The increase in the number of credits required for graduation, too, has had a debilitating effect on shorthand enrollment. The burden of carrying five credits—or even six credits—has made students wary of choosing an additional course which requires all the outside work of shorthand. Another and more subtle influence is the lack of concern many "would-be" college-going students feel for immediate job goals. There is confusion in the minds of some students in differentiating between "going-to-college" and preparing for a job. Many students are taking liberal arts courses in college which are difficult to "sell" on the job market without supporting skills such as shorthand and typewriting. All

of these factors contribute to fewer students and fewer bright students electing traditional shorthand courses. It is not only a matter of survival that business teachers have begun to think of shorthands instead of shorthand. It is also a matter of trying to help a wider range of students plan realistically for their futures and for the future needs of business.

Meeting the Current Situation

Because business educators believe shorthand is a valuable tool both for college-going as well as noncollege-going students, they have made adaptations within shorthand to interest bright students and at the same time to prepare the average and below-average students. They have also made adaptations of the application of shorthand to include an emphasis on personal use for those whose college plans do not seem to indicate direct need for it vocationally.

Accelerated Shorthand—Just as the total secondary school program is regimented into an inflexible daily and semester schedule, so has shorthand been straight-jacketed into a lesson-a-day, two-year program up to this time. Now societal forces and forces within the school community are making business teachers take a sharp look at their program design. One result of this concern indicates that if bright students were grouped in shorthand, it should be possible to teach them at a much faster-than-normal pace. A great deal less time would be necessary for reteaching and drilling on grammar, spelling, and letter forms. This alone would give more shorthand time. Having a more homogeneous group would allow for a greater quantity and for more intensive dictation at the optimum rate—in a tighter spiral pattern. Furthermore these bright students could be exposed to shorthand at a faster rate than a typical lesson-a-day. Add to this the motivation seniors feel in knowing they have only one year to learn shorthand, and the course really becomes effective.

As a result of such accelerated, one-year courses in a number of secondary schools, more bright students are currently able to enroll and still find time for required college-preparatory courses. For those who do not finish

The most salient aspect of the new look in shorthand is the type of student enrolled.

college or who need to work as they go to college, a valuable employment tool has been made available. A by-product of this grouping is the added opportunity it provides for pacing the regular two-year course to the needs of the average and below average student who still needs two years to attain even business level proficiency.

Personal-Use Shorthand—It should be patent that anyone who knows shorthand can adapt it to personal use. Any observer of a group of business teachers in a note-taking posture, however, would indicate that they who know shorthand so well use it almost not-at-all. Why is this? The reason would seem to be that they were taught to use it for vocational purposes—to take dictation verbatim. Listening for the gist of remarks rather than for the verbatim flow of words, therefore, seems to require a new skill and one with which those prepared vocationally are not comfortable.

Shorthand for personal use may be taught with any of the various systems of shorthand. The emphasis, however, will be on relating a fast writing system to note-taking skills either from lectures, textbooks, or as a basis for composition. It must be a system, therefore, which prepares the student to convert the ideas expressed by others into capsule statements or into words which, for him, can be translated into the original meaning—not into the original words. It is a system which makes the student comfortable with improvising the many new words he will necessarily come across in the wide variety of areas in which he will study. It is a system which allows familiarity with complex longhand words as well as unfamiliar longhand words and newly-learned words to be written in shorthand or in a shorthand manner. It is a system which must teach a variety of study skills with shorthand as the facilitating medium.

Often a personal-use shorthand class presents several assets in the crowded secondary school curriculum. One semester should be sufficient time for it. Boys might be expected to select it as readily as girls and in some instances may need it more since it should stress a variety of study skills. It should provide immediately help with study problems.

Vocational Shorthand—Much of the new look in vocational shorthand has “just happened.” The most salient aspect of this new look is the type of student enrolled. No longer does the traditional two-year vocational shorthand course attract the bright students. They are either in college-preparatory electives, or in accelerated shorthand, or in personal-use shorthand. No longer can the teacher of vocational shorthand presume his students can spell, punctuate, proofread—or even typewrite. One positive aspect of these changes is the more homogeneous group enrolled. No longer is there a need for spreading instruction thin by long-cycle dictation at widely disparate rates. Students are thus able to receive more intensive, direct teaching than formerly—and this is important for slower learners.

There is still a very real need for two-year vocational shorthand in secondary school. If personal-use and accel-

erated courses are also available, this, then, becomes the class for the average or even the slower student. Within the two years, time is provided for the grammar, spelling, and typewriting drill which is a recognized and necessary adjunct to shorthand instruction for these students.

A good deal of planning and preparation is required to make the shorthands described here really work. The key to initiating such a program is a cooperative administrative and an effective counseling program. The administration should be willing to allow this trichotomous shorthand offering to be made so students with varying abilities and needs may enroll. Homeroom teachers and counselors should be helped to understand the special purposes served by each type of shorthand.

Through junior high school counselors, many students should be aided in sorting themselves into one of the shorthands offered. Then the responsibility falls back on the shorthand teacher. The teacher of any of the shorthands must first check on who is in his class—and why. He must then evaluate old methods and quickly cast aside those which are not best adapted to the particular students and the type of shorthand to be taught. The three different shorthands have been designed to meet the needs of three different groups of students, and these differences must be reflected in methods and materials as well as in standard of performance.

The last step in acquiring the new look is for the counselor and business teacher to join efforts in helping the students find use for their new skill in college or on the job.

Many of the most important areas of evaluation in shorthand are tenuous and hard to measure. The old yardstick of words a minute is still useful in accelerated shorthand and in vocational shorthand—but it is not a proper yardstick for personal-use shorthand. It is only a partial evaluation of any shorthand. Other important areas of evaluation are number and variety of student needs served, amount of help gained in personal note-taking or study skills, amount of additional instruction required for job entrance, job success, and job earnings.

The new look in shorthand—3-D shorthand—is not a fad. It not only reflects but attempts to alter the present status of shorthand. It can, however, only become an established part of the curriculum with the continuing support and understanding of administrators, counselors, and business teachers themselves.

The Minneapolis schools have, for a number of years, offered a one-year accelerated shorthand class for college-bound seniors. This past year an experiment has been conducted in a one-semester personal-use shorthand—with the new dimension of meeting at 7:30 a.m. as an added phase of the experiment.

The two-year vocational shorthand continues to be offered in all schools. Current evaluations indicate real worth for all of these shorthands and continued efforts will, therefore, be made to expand them into additional schools.##

Shorthand and Transcription: Some Research Findings and Observations

by INEZ FRINK

Florida State University, Tallahassee, Florida

In general, the achievement of stenographic graduates is considered low, and the findings of research tend to substantiate such a belief. Of those completing one year of instruction in the secondary school, from 11 to 20 per cent are reported capable of producing mailable transcripts from material dictated at 60 words a minute; of those completing two years, less than 50 per cent are reported capable of producing mailable transcripts from material dictated at 80 words a minute.

Different factors are believed to contribute to the low level of achievement, one of which is the need for improvement of instruction. There is considerable evidence that much improvement could be made in the quality of instruction in both shorthand and transcription, with a number of factors seemingly influencing the quality of instruction.

Confusion of Objectives

Although there is general agreement that immediate, intermediate, and ultimate objectives should be established in shorthand and transcription courses and that the primary ultimate objective of the stenographic program is vocational use, there is apparently some confusion between the ultimate objective and the best means of achieving that objective. Stated another way it may be said there is seeming failure to differentiate between the primary objective of the student in the classroom, which is to *learn*, and the secretary in the office, which is to *produce*. There is some evidence that, due to the confusion of the objective and the best means of achieving the objective, certain techniques, practices, or procedures are introduced prior to the acquisition of the fundamental skills and knowledges necessary for optimum use of such techniques.

One example is practice, during the introductory phases of beginning shorthand and prior to student achievement of the ability to recognize and differentiate shorthand outlines, of encouraging students to guess from context any outlines which cannot be read because the secretary in the office must, of necessity, supply missing or poorly constructed outlines. Such a practice fails to take into consideration the fact that attainment of immediate objectives—the ability to recognize and differentiate shorthand outlines—is supposedly a necessary step in the process of achieving the ultimate objective.

Another example is the practice of encouraging students, as soon as dictation is begun, to “get something

down” because such a procedure is sometimes necessary in an office. However, such a practice fails to take into consideration the fact that the experienced secretary presumably has a fundamental knowledge of shorthand upon which to base the construction of new or unfamiliar outlines, whereas the student at this stage of instruction does not and, therefore, must of necessity guess at the outline, thereby defeating the achievement of the immediate objective—learning to write fairly accurate and legible outlines.

The Purpose of Given Techniques

Another factor very closely related to the confusion of objectives is the apparent failure to recognize the purpose(s) for which certain techniques, practices, or procedures are used and the level of instruction at which such techniques should be introduced or discontinued. For example, the previously mentioned practice of encouraging the guessing of outlines from context, though detrimental to the learning of shorthand theory when introduced in the early phases of instruction, is considered highly desirable during the terminal phases of the transcription program as a means of developing a sense of meaning and the ability to understand or interpret the intent of the dictator. Likewise, the practice of “getting something down” may be highly desirable during the terminal phases of instruction, *after* the student has acquired a fundamental knowledge of shorthand upon which to base the *construction* (as opposed to guessing) of new outlines.

Mastery of Theory and Related Learnings

Considerable evidence points to the need for greater emphasis upon the mastery of shorthand theory and the related learnings. The term “mastery of theory” as used here is defined as the ability to write relatively legible and accurate outlines, which, though not necessarily correct in all details, are sufficiently accurate that their meaning cannot be mistaken. The term “related learnings” refers to spelling, punctuation, grammatical construction, and word usage.

It is the belief of many writers that mastery of theory is essential due to the fact that experience has shown that neither dictation speed nor transcription ability can be effectively developed otherwise and that remedial instruction in theory is necessary before progress can be made. It is also believed that, although transcription

There is a direct relationship between mastery of shorthand theory and transcription ability.

involves the fusion of different skills and knowledges, there is a direct relationship between mastery of theory and transcription ability. The results of error analyses seem to point to such a relationship, and the findings of other research tend to substantiate the relationship.

Error analyses of thousands of students' transcripts and shorthand notes reveal the majority of all errors due either to shorthand errors (incorrect outline, wrong outline, omission of word, substitution) or to errors in the related learnings, with shorthand errors ranking first in frequency in some instances and the related learnings second and, in other instances, the reverse.

Also the findings of a study of the records of over 200 stenographic students to determine, on the basis of theory tests, the extent to which successful achievement in advanced stenography is determined by successful achievement in beginning shorthand, revealed a high degree of success in beginning shorthand necessary for satisfactory achievement in advanced work.

Follow-up studies of stenographic graduates employed as stenographers and secretaries reveal that many have expressed the belief that insufficient emphasis has been given the fundamentals of shorthand and the related learnings. As a means of improving instruction, they specifically recommend greater emphasis on the accuracy of shorthand outlines; the learning of brief forms, phrases, and words of ordinary frequency; the construction of new outlines; and the teaching of the related learnings.

Notwithstanding the fact that many teachers believe greater emphasis should be given the mastery of theory, others consider formal review unnecessary because of the belief that shorthand textbooks are so designed as to provide an automatic review. However, textbook analyses reveal that, of those so analyzed (the list includes most of the first editions of simplified secondary school textbooks and the basic college textbook), none provides for an automatic review of the application of all principles of writing or of all brief forms, and none provides for immediate usage or for even distribution of all principles or all brief forms. Also, the study of the total frequencies and the distribution of brief forms (presumably all of which are high-frequency words) in the textbooks comprising a series reveals no plan for the frequency or distribution for the series. (Some brief forms have a total frequency of 10 or fewer in the three or in the four textbooks comprising the series.) Although the number of repetitions necessary for instant recall is not known, it seems doubtful that 10 or fewer repetitions is sufficient. Thus, in order to insure the learning of both brief forms and the application of the principles of shorthand, some supplementary emphasis seems necessary.

Although the related learnings are considered one of the most important phases of the transcription program and the majority of teachers indicate they give instruction in the related learnings, as previously stated, error analyses reveal deficiency in the related learnings to be one of the primary causes of nonpassing transcripts. It is the belief of many teachers of transcription that more

time should be devoted to the teaching of the *component parts* of shorthand and transcription, particularly the related learnings, and less time to the teaching of transcription as a whole.

Overemphasis on Dictation Speed

Notwithstanding the fact that there has been increasing emphasis on the production of mailable letters, considerable emphasis is still given to speeds of dictation of, for example, 100 words a minute or higher, if one may judge by the reports of student achievement, course requirements, and the statements of stenographic graduates. This is true despite the fact that studies of the rates at which businessmen dictate (to the experienced secretary and not the beginning worker) repeatedly reveal that the average rates of dictation range from 60 to 80 words a minute, with as much as one-fourth dictated at less than 60 words a minute, and that an average speed of 80 words a minute is adequate for the ordinary needs of business.

Many stenographic graduates state that too much emphasis is given speeds of dictation, as the required classroom rates far exceed that needed in business. This tends to be substantiated by other findings of research which revealed that stenographers required to pass pre-employment dictation tests of 120 words a minute could not pass tests at 96 words a minute a year later.

Overemphasis on Adjustment Techniques

Much emphasis is being placed on the importance of simulating office conditions in the classroom as a means of lessening the gap between the classroom and office. Judging by the number of professional articles suggesting different techniques and explaining their use, considerable time is devoted to this phase of instruction. There is some indication, however, that this type of instruction is perhaps receiving undue emphasis, possibly at the expense of fundamental knowledges and skills. Many of the techniques recommended—taking dictation over the telephone, with interruptions, or from persons who mumble or chew on a cigar, and so on—seemingly are minor techniques to which any person with a good foundation in the basic knowledges and skill can readily adjust after employment. Other suggested techniques involve situations seldom encountered in the average business office. The time necessary to give each student even one experience in the different adjustment techniques recommended seemingly requires a disproportionate amount of the total instruction time, especially where classes are large; yet the findings of error analyses reveal deficiencies in the fundamental knowledges and skills.

This is not to be interpreted as implying that adjustment techniques are not valuable; but, with the total instruction time limited as it is (the majority of secondary schools offer only one year of shorthand), it is important that proper apportionment of time for the various phases of instruction be maintained. It is a matter of making the decision of which is the more important, the funda-

mental knowledges and skills which possibly cannot and probably will not be learned on the job or the various office techniques which seemingly are a matter of adjustment.

In review, there is considerable evidence that the quality of instruction in shorthand and transcription could be improved by (a) clarification of objectives; that is, distinguishing between immediate, intermediate, and ultimate objectives; (b) recognition of the purpose(s)

for which different techniques, practices, and procedures are used and the level of instruction at which such techniques should be introduced or discontinued, and (c) a change in the emphasis given the various component phases of shorthand and transcription instruction, which includes greater emphasis on the mastery of shorthand theory and the related learnings and less emphasis on speed of dictation and the various adjustment techniques.##

Learning Difficulties in Shorthand

by **MILDRED HILLESTAD**

Northern Illinois University, DeKalb, Illinois

Do your students have difficulty in distinguishing *oo* from *o*? Are brief forms more difficult to learn and to use than words that are constructed according to the principles of Gregg shorthand? Do shorthand students record past tense correctly or do they prefer to disjoin a *t* to express the past tense?

These and other questions were investigated in a recent study of 640,000 shorthand characters written from dictation by fourth-semester secondary school shorthand students.

Procedure Used

A series of 100 letters, each containing 160 actual words, were dictated to advanced shorthand classes in eight secondary schools. From each class a random sample of five papers was checked for shorthand errors to provide information regarding the principles of shorthand and the kinds of words with which students had most difficulty, as reflected by the errors they made in recording dictation in shorthand.

The number of errors was determined for each category of words when classified by length as measured by syllables. Another error count was made with the words classified according to the frequency of use in business writing.

The 100 letters, which were especially constructed for the study, contained essentially normal distributions of selected principles of shorthand including *oo*'s and *o*'s; *t*'s omitted after *s* and *k* sounds at the ends of words; prefixes and suffixes, both joined and disjoined; past tense; plurals; brief forms and their derivatives; the abbreviated words; and the blends.

The assumption was made in this study that if certain errors persisted into the fourth semester of shorthand,

even after repeated learning, reviewing, and relearning of the fundamentals of the shorthand system; and if certain errors were consistently made throughout the several schools, these errors would serve as clues to those parts of the shorthand system with which students had the most trouble in the initial stages of learning the system. Thus the number of errors made on the selected principles of shorthand was compared with the number of opportunities for making the error.

If the principles of shorthand were of equal difficulty, we would expect the error rate to be the same for all the principles; and conversely, if some principles were harder than others, we would expect more errors on the harder-to-learn principles. Also, if constructed words are easier to learn than brief forms, we could expect a lower error rate on the constructed words.

Brief Forms Accurately Written

Gregg Shorthand Simplified contains relatively few brief forms, because they were thought to add materially to the difficulty of the system. Comparison of the errors made on brief forms and on constructed words (Table 1) shows that errors occurred four times as frequently on the written-out words as on all brief forms, including the derivatives. Furthermore, brief form derivatives have the highest error rate, 7.5 times greater than that on the root brief forms. Apparently students learn brief forms quite adequately, but learning to add endings and beginnings to them seems to be much more troublesome. Over one-half the words in the dictation were brief forms (51.4 per cent).

Variable Difficulty of Shorthand Principles

The principles of shorthand seem to vary in difficulty for the error rate ranged from 5 per cent on the short

Teachers should place more reliance on vocabulary level than on syllabic intensity when testing dictation.

TABLE 1.—PERCENTAGE OF ERRORS MADE ON SELECTED PRINCIPLES OF SHORTHAND

Principle	Occurrence	Errors	Per cent Error
Total—all words	640,000	58,156	9.09
Constructed words	282,920	44,165	15.60
Brief forms	357,080	13,991	3.92
Brief forms	329,040	8,537	2.59
Brief form derivatives	28,040	5,454	19.45
Syllables			
1	443,080	16,446	3.71
2	123,160	20,053	16.28
3	52,680	14,050	26.67
4	17,320	6,308	36.42
5	3,520	1,159	32.93
6	240	140	58.33
Vocabulary level			
1	337,840	4,827	1.43
2	95,480	7,008	7.34
3	100,320	15,184	15.14
4	41,720	9,398	22.53
5	20,200	4,291	26.19
6	11,880	3,783	31.84
7	11,160	4,008	35.91
8	6,880	2,601	37.80
9	14,520	6,056	41.71
Past tense	18,000	4,791	26.62
Abbreviated words	3,040	731	24.04
Disjoined endings	4,200	968	23.05
All prefixes	16,400	2,199	19.56
All suffixes	50,720	7,195	14.19
Joined endings	46,520	6,227	13.38
Terminal <i>t</i> 's	15,120	2,006	13.27
Joined prefixes	12,880	1,580	12.27
<i>oo</i> 's and <i>o</i> 's	31,000	2,935	9.47
<i>Are, air, er</i> sounds	28,800	2,458	8.53
Plurals	38,600	3,106	8.05
Blends	39,040	2,761	7.07
Short <i>a</i> and <i>e</i> sounds	50,200	7,195	5.00

sounds of *a* and *e*, to nearly 27 per cent on the expression of past tense.

Past tense, on brief forms, where it was consistently indicated by a disjoined *t*, had an error rate of 15.6 per cent. On constructed words, the past tense was incorrectly expressed nearly 31 per cent of the time, perhaps because there the students have a choice of seven different ways to express past tense.

Plurals, on the other hand, seemed to be much less troublesome (7 per cent error), and the error trend was just the opposite. Twice as many errors were made in adding plurals to brief forms as on constructed words, although errors in substituting right for left *s* and vice versa were not counted.

The over-all error rate on endings other than plural and past tense, was slightly over 13 per cent. On brief forms, however, 25 per cent error was made on endings, or 2½ times more often than when these endings were added to constructed words. The disjoined endings showed 20 per cent error.

What about *oo*'s and *o*'s? A 12 per cent error was made on them, but of these errors, most occurred on the short sounds of the vowels. In about 62 per cent of the cases, the two strokes were confused.

Students tended to want to write out all the strokes in the words rather than using the appropriate blends. Of all the errors made on blends, about 82 per cent were instances of writing the individual letters contained in the blend rather than using the blend itself. The *dev-tive* blend was the one with which students seemed to have most difficulty.

Measuring Dictation Difficulty

The length of the words, measured according to the number of syllables they contain, is the most common measure of difficulty of shorthand dictation matter currently in use. However, many shorthand teachers are not satisfied with this indicator of difficulty. If syllables effectively measure difficulty, a greater number of errors could be expected on words that contain more syllables, and very few errors on the one syllable words. Also, if syllable intensity is an adequate measure of difficulty, the correlation between the number of syllables in a piece of dictation and the number of errors students make in recording the dictation should be relatively high.

In the 100 letters (each 160 words long) in this study, the number of syllables in each letter ranged from 165 (s.i. = 1.03) to 331 (s.i. = 2.07). The correlation coefficient between syllables and the number of errors was .49, not a high enough figure to be helpful in predicting the difficulty students are likely to experience with a piece of dictation material.

In a tally of the errors made on words of different lengths, Table 1 shows that the increase in errors as the words become longer is not regular. In one case (four-syllable words) the error rate is lower than for shorter words.

When the same kind of analysis was done for vocabulary, a relatively regular increase in the percentage of errors from category to category was found. Errors increased approximately 4 to 6 per cent from one vocabulary group to the next. The correlation between vocabulary level and the number of errors was .81. This means that over 65 per cent of whatever causes errors in recording shorthand is accounted for by the vocabulary level. This, together with the length of the words, seemed to be an adequate measure of the difficulty of shorthand dictation material.

Teaching Implications

What does this study mean for teaching shorthand? Learning brief forms is worth the effort, and automatizing the first 500 most frequently used words in much the same way as we now automatize brief forms would be worthwhile.

Past tense could very easily be taught as a disjoined *t* stroke. It seemed to be the natural way to write past tense, for often when the past tense was to be expressed by a blend, the students would write the blend, but they would also add a disjoined *t*. Also, brief forms, all but 10, consistently have a disjoined *t* to express past tense, and brief forms constitute nearly one-half of all dictation matter. In using the disjoined *t* exclusively to express

past tense, the students would experience much less confusion and have less hesitation in taking dictation.

Perhaps we need a new stroke entirely different from the present *oo* stroke to avoid the confusion now existing on *oo* and *o*; and we apparently need to provide more

learning experience in the use of prefixes and suffixes. Too, we should rely more on the vocabulary level (the frequency of use of the words) than the syllables for determining the difficulty of the dictation material we choose for testing and for dictation practice.##

Sound Teaching Methods for Shorthand

by **MARION ANGUS**

Pitman Publishing Corporation, Toronto, Canada

The importance of adopting a sound method of teaching shorthand cannot be over-emphasized since success in teaching depends as much on the method of presentation as on the personal qualities of the teacher. No real attempt has been made in this article to explain in detail any method of approach, as there are many variations which can be used with success by individual teachers. The method adopted must be governed to a large extent by the special circumstances in which the classes are conducted. An attempt has been made, however, to include references to those requirements which most expert teachers regard as of fundamental importance.

Primary Aim of Learning Shorthand

The teacher whose experience is limited would do well to keep constantly in mind that, since shorthand is a means of recording words quickly, its study is made worthwhile only if (a) it can be written at a speed sufficiently in excess of the student's longhand writing speed to warrant the effort and time devoted to the study, and (b) it can be read with a high degree of accuracy. In this connection, the teacher should impress upon his students the obvious fact that unless the written notes can be transcribed with accuracy, speed in writing is a negative quality. The teacher's aim, therefore, must be to base his teaching on methods which will insure that both speed and accuracy are, from the earliest stages, developed concurrently.

The Importance of English

The transcription of shorthand notes clearly calls for a sound knowledge of English, and unless the student possesses that knowledge his success as a shorthand writer is endangered. From the beginning, therefore, the teacher should endeavor to convince his students of the truth that the study of the English language is essential—that the transcription of shorthand notes demands, as a minimum, a wide vocabulary, and the ability to spell correctly and to punctuate intelligently.

Until comparatively recent years not a few shorthand teachers looked upon their work as being in a similar category to that of their colleagues engaged in teaching what might be called logical subjects—logical in the sense that they are based upon reasoning, such as mathematics or bookkeeping. The teaching of shorthand, however, calls for a different treatment, because its writing and reading are based upon skill. Whatever variations are made by individual teachers the methods of teaching should be based upon a recognition of this fact.

The teaching of shorthand is in its nature a task that resembles the teaching of certain games, such as golf, cricket, or tennis. In learning such games the beginner needs to understand a certain code of rules, and the rest of the learning process entails the building of a series of habits of skillful movement. In studying shorthand, the student has to memorize the shapes and meanings of the signs which form the alphabet, to grasp the principles which govern the combining of those signs into words, and to develop skill in the writing of the signs both individually and in their various combinations. As in the learning of the games mentioned, the problem is not so much to grasp the principles or techniques, which are comparatively few in number, as to develop the skill to apply those principles with as little conscious thought as possible, and with the final aim of almost mechanical writing. It is the writing movement that is the really important matter. Provided these skill-habits are inculcated by proper drill from the earliest stages, and provided they receive due attention as they are being developed, the student should be able to take the simple rules in his stride; that is, he can pick them up incidentally to the practice designed to develop movement skill.

Teachers should aim to develop the best possible style in their chalkboard work. Students naturally tend to imitate the style of the teacher, and for this reason good chalkboard work is of the greatest importance. Well-executed, artistic outlines on the board can do much to help in the improvement of the writing style of the students.

Reading is important in the acquirement of shorthand skill.

Students should be encouraged to read as much plate shorthand as possible, and to read the teacher's chalkboard notes. Above all, they should be encouraged to read their own notes—constantly. Reading plays an important part in the acquirement of shorthand skill. Through the reading of plate, or some other form of correctly written shorthand, students gain a wide knowledge of correct outlines. The more reading, therefore, that is done at all stages of the study the less hesitation will there be in the students' application of the rules; they will have a clear mental picture of the shorthand forms for the words they hear—a primary necessity for the development of automatism in writing. In addition, by reading and copying plate or well-written shorthand notes students will learn to appreciate and to cultivate a good style of writing. The ability to appreciate form in this respect is an essential factor in the acquirement of artistic and legible shorthand, and this, of course, has a great bearing upon accuracy of transcription. This, after all, is the chief end of all shorthand writing.

Teachers should emphasize, and keep on emphasizing, the artistic possibilities of the system, encouraging students to abandon slipshod, clumsy, "heavy-fisted," and generally inartistic tendencies in their writing. With patience it can be done, even with the worst offenders. Grace as well as speed should be the aim. Apart from experiencing pleasure in doing good work, the students also benefit in a utilitarian manner which needs no stressing: accurate transcription follows more naturally from good notes than from slipshod, inartistic notes.

Much has been said and written about the necessity for concentration on the part of shorthand students—

that full concentration is essential for successful note-taking and transcription. Not so much has been said and written, however, about concentration on the part of the teacher. This is an important teaching point, and it should not be overlooked by the conscientious teacher. Whatever the mental attitude of students to the lesson in progress, they are not slow in sensing signs of lack of concentration—that is, interest—on the part of the teacher. Naturally, they react accordingly. Where the teacher is obviously keen and enthusiastic the reaction will be a reflection of that keenness and enthusiasm.

Whether the class be a theory class or a speed class the teacher must give wholehearted attention to the instruction. This need not debar him, of course, from introducing an appropriate touch of humor occasionally.

In the speed class it is important that the teacher should give the closest attention to the matter he is reading. Students are always advised not to take down a passage in shorthand as a collection of words, but to follow the *sense* of it as they write. The same advice should be given to the reader—or dictator—so far as the sense of the passage is concerned. If the teacher is following the passage closely, he will read it with much more meaning and will in this way help his students. Teachers will often find that if they do allow their attention to wander for a brief spell during dictation it is in many cases that particular phrase or passage with which the students experience most difficulty when transcribing.

A combination of teaching methods, tried and proven successful by the individual teacher over a period of years, sets the stage for a successful achievement of the class goals by the students.##

Secretarial Programs in Colleges and Universities

by **ROBERT M. KESSEL**

University of Idaho, Moscow, Idaho

Long before the current wave of assessment, secretarial programs in colleges and universities were subjected to a type of well-intentioned scrutiny that was irksome at times but never really affected our ability to meet the objectives. Such questions as too much credit for skill courses, the fact that similar courses were offered in secondary schools, teaching loads for secretarial staffs, and others were constantly before us. However, similar types of questions were being asked in other departments and usually the discussions of these questions were reasonable and were properly concerned with general improvement in degree programs. Secretarial programs

had to give a little here, take a little there, but when all was said and done we found our programs were still adequate to do the job for which we were employed.

Today, however, the questions being asked and the ensuing discussions are not motivated by a desire for improvement in college secretarial programs but by a desire to eliminate them. Why are collegiate secretarial programs being challenged today after so many years on the college scene? It is all done in the name of upgrading quality in higher education.

It is quite apparent that an increasing number of influential college officials and professors judge the

quality of college programs solely on the basis of what subjects are taught. The criteria for judging what constitutes quality are simply that which is thought to be the more important. Thus the quality of any college department can easily be determined by comparing the subjects taught in the department to a rank-order list of subjects. Not only is quality associated with teaching the right subjects, but status is an important factor. The fact that secretarial subjects, if on the quality-status list at all, are usually at or near the bottom is irrelevant. It is the method of determining quality that should be of greater concern to the college teacher of secretarial subjects.

Quality in Education

Any discussion of quality in education, whether in an elementary school or graduate school, must center on people. Quality is not determined by majority vote in curriculum committees; the mark of quality is earned through excellence in the performance of whatever activities are necessary to achieve objectives. Consequently, a reputation for quality in education cannot be attained through manipulation of course offerings and degree programs. All existing college departments can be quality departments. Decisions as to what subjects are to be taught, in what sequence and combinations, to achieve what objectives are obviously important in planning and organizing for higher education. Nevertheless a good cookbook cannot bake a cherry pie. There may be valid reasons in some colleges and universities for questioning secretarial programs, but to reject all college secretarial preparation in the name of quality is merely curriculum tinkering and disregards the real issue in improving higher education.

What effects have the various pressures had upon the number of college secretarial programs? Not very much to date. A few programs have been eliminated, and a few more face an uncertain future. Some programs have been trimmed in course offerings, but most remain unimpaired. By far, the most serious effect of the curriculum inquisitors upon departments of secretarial studies in colleges and universities is the effect upon staff morale. No one likes to have his field of work publicly degraded; no one relishes the role of the proverbial stepchild; no one likes to think his future is a question mark. These things have taken their toll in vigor and vitality among college secretarial staffs. The high professional spirit always so characteristic of college secretarial teachers seems to have waned a little lately.

Of course, it is always easy to tell someone else how to react to real or imagined adversity. Nevertheless, it seems rather plain that we must stop feeling sorry for ourselves and devote whatever talents and energies we have to the things that have possibilities for improving our performance in meeting our objectives. We will not convince others of our worth through self-pity and sympathy seeking. We will not win support for our programs by stamping our feet and demanding justice. We will not improve our contribution or enhance our status

by taking pot shots at the "bad guys." These tactics, if continued, will eventually alienate those deans and professors in colleges of business administration and in other departments who have always supported secretarial programs. If we lose the support of our colleagues by constantly being on the defensive, we will have no one to blame but ourselves.

In the long run it will be the quality of our performance rather than the aptness of our rebuttals to antagonists that will determine the success and continuation of secretarial programs in colleges and universities. The remainder of this article is devoted to a few suggestions for improving college secretarial programs.

College secretarial instruction must be geared to a broader concept of secretaryship in the modern office. The college-prepared secretary must not only be proficient in the skills of transcription, filing, duplicating, and so on, but should have a good knowledge of the entire workings of an office. In short, the modern secretary must be thought of as an administrative assistant, with responsibilities for systems and procedures, supervision and teaching of other office personnel, office budget, work simplification, physical facilities, and other problems typically considered to be office management problems. This does not mean that all future secretarial majors will become office managers. What is suggested is that we recognize the total job of the professional secretary in our college instructional programs.

College secretarial staffs should seek a closer association and working relationship with the National Secretaries Association, National Association of Educational Secretaries, and the National Office Management Association. Some excellent contributions to these organizations on local and national levels have been and are being made by a few college teachers; nevertheless, most of us have not put forth much of an effort to develop a close professional kinship with our friends in business. Whatever it might be that is delaying our active participation in the NSA, NAES, and NOMA is probably insignificant, when compared to the benefits that can accrue from active participation.

College secretarial departments can and should increase their service to the business community through extension and in-service programs for employed secretaries. Again, some schools have developed outstanding programs, but most schools have not moved ahead in this area of public service. Professional secretaries are doing a magnificent job of upgrading the status of their contribution to business. They believe in education as a means of self-improvement; they are eager and able learners; they want and need our help. Here is a challenge and wonderful opportunity to prove that the partnership with business about which we speak often is more than an idea.

College secretarial staffs must continue to utilize every available means to improve the quality of day-to-day classroom instruction. Almost everything we do to improve our performance in meeting our objectives comes

Quality instruction is achieved in the classroom, not in the conference room.

to fruition in the classroom. Problems of curriculum, courses, credits, equipment, schedules, and a dozen others are means, not ends. Obviously good planning and organization are necessary, but quality instruction is achieved in the classroom, not in the conference room. It is not the purpose here to attempt to tell a group of professionals how to do their work, but merely to point out that a reputation for quality classroom performance is a teacher's best friend.

Awareness of Issues

Last, but not least, as a profession we must learn to become more self-critical on the issues and problems of importance to our field. Innovation and advancement in most professions are incubated in doubt, suspicion, and

criticism of the status quo. Forward-looking professions encourage constructive criticism based upon competent study, insight, and research as a means of keeping healthy and improving their service to society.

Competent, constructive criticism is notably lacking in the professional literature related to college preparation for secretarial work. This is not to discount the value and necessity of the majority of articles published. However, we need something in addition, something that will make us more curious and suspicious about the things we do and why we do them. We need more writers who are willing to write what they sincerely believe to be valid criticism, without regard to their professional reputation or popularity. Critics are not always popular, but they are necessary.##

The Role of the Shorthand Teacher

by **MARIE BENSON**

Wisconsin State College, Whitewater, Wisconsin

What is a teacher? If we consult Webster, he defines a teacher as "an educator, a preceptor, a trainer, a guide, a mentor." Now, that would seem to require a *super* person, wouldn't it? The job of a teacher is, therefore, very inclusive: to instruct, to tutor, to train, to enlighten. Is any teacher equal to this challenge?

What shall we say, then, about the functions of the *shorthand* teacher? Let us, first of all, take a good look at the educator. What type of individual is this teacher? A person of leadership and of competence, a living example of nobility and inspiration? The teacher, we are told, is the most important link between the student and his learning. How does the teacher "stack up" in the eyes of the students? Let us see what we as teachers must do to have the respect, the loyalty, and the confidence of our youth.

As a first consideration, we must treat students as adults. We must make them feel welcome in our classes, treat them as unique individuals, and respect them as such. We must possess assets such as the following: cheerfulness, kindness, thoughtfulness, tolerance, understanding, patience, a sense of humor, and enthusiasm. If we have these attributes, we would hope that at least some might rub off on our students, too. Furthermore, we cannot emphasize too strongly the necessity of proper motivation to arouse a live interest in learning.

We want our students to like us as individuals, treat us as humans, and be understanding if we make mistakes now and then. Naturally, we must expect that they want

us to be helpful when they are in need of a bit of help, encouragement, or a well-earned compliment. Can we find something complimentary and pleasant to say to even our poorest students? Can we give these a much-earned lift, too?

There is one phase of teaching which is most important. Do we take our students into our confidence, talk things over with them, tell them about our plans for the testing program, the grading program, the requirements for the course, the importance of homework in shorthand? Generally speaking, our students will appreciate our sharing this information with them; and, as a consequence, they will be more cooperative and willing to do what we expect of them.

Do we as teachers keep in mind the physical features of our classroom? Have we pleasant surroundings? Is the lighting good? Have we clean chalkboards? Are we good housekeepers? Have we flowers or a plant or two in our room to help pep up the place? How about an attractive bulletin board, which is changed often? All of these things do affect the students in the classroom.

How do we talk to our students? Do we use sarcasm, lose our tempers, show discourtesy? How about the teacher's voice? Does the teacher exercise proper care in the rate of speaking and in enunciating?

Of course, we all like to have the best attention at all times if that is possible. When we are presenting or assigning a new lesson or when a student is reciting, are we allowing whispering to go on? We often wonder how

One of the teacher's best assets is the cooperation given to administrators, colleagues, and the community.

many rules a teacher should lay down for the students. Might it be wise to have very few, but reasonable ones and stick to them? Let us teach good habits at all times.

Through experience, we find that it always gives students a lift to know how they are progressing. Are they getting along? Do they need help? Is there a feeling of accomplishment each day? An affirmative answer to these questions will naturally lead to self-confidence—a mighty valuable asset for any student to possess.

Value of Lesson Plans

Many teachers may wonder about the value of lesson plans. Are they really necessary? It would seem wise to have a plan for each day's work. It need not be elaborate, but surely a simple plan or outline would give the teacher a better opportunity to cover the desired material for each day.

Sometimes we, as shorthand teachers, wonder why our students seem to forget so much. Surely they have learned how to use the dictionary, reference books, and other materials. Taking the dictionary as an example, though, time taken to review spelling, the marking of vowels, the hyphen, the accent mark, the parts of speech can prove to be valuable. As we are so often reminded at our various conventions, we must "take the student where we find him."

As teachers, we want to cover as much ground in our textbook as possible each semester. Nevertheless, it would seem a good plan, first of all, to devote adequate time and emphasis in giving the assignments. Perhaps we, as teachers, are often guilty of giving the next assignment "on the run." Maybe some of the homework is poorly done because we have not made our assignments clear. Nevertheless, let us not repeat and repeat the assignment. Let us teach our students to *listen*. Let us give the assignment just once and expect the student to understand what is expected of him. By the way, in spite of what some experts may advocate, let us, if it seems wise, take two days to cover a hard lesson in beginning shorthand!

Tools of Shorthand

How about the tools of shorthand? Do we all advocate writing with the proper pen, ballpoint, or pencil? How about the notebooks? Shall we call them in when finished and give credit in grades or points? Shall we have students hand in so many pages each day? Shall we collect a page every few days to see how they are progressing? Shall we have one or two or three notebooks? Here opinions differ; so each teacher will have to decide what is the best plan for a particular situation. Let us, however, teach our students to write their notes with *fluency* and *proportion*. For remedial work, frequent use of the chalkboard is helpful. If a shorthand outline is difficult, the teacher can illustrate the outline by using the *broad* side of the chalk. Students like to see just how the teacher writes an outline. This is an instance where students may become conscious of the teacher's excellent shorthand penmanship and may consciously or unconsciously copy the instructor's style of writing.

What shall the answer be to the student who asks about a difficult outline and the why of it? No teacher should be expected to have all the answers or to be a walking dictionary! If the teacher is not certain of the correct outline, he would do well to consult the shorthand dictionary. If, however, the word is not there, then the teacher would be wise to write it on the board with the understanding that both teacher and student might try to locate the correct outline in some future lesson. Students will respect the teacher for not stalling or trying to cover up.

Future for Shorthand Students

A question which bothers many teachers is this: Why are there so few boys in shorthand classes? Men interested in business might find the knowledge of shorthand a steppingstone to better jobs. Administrators, principals, guidance directors, and teachers should do more to encourage boys and girls to take the skill subjects; they are wonderful tools of future careers.

Sometimes teachers get into such "routine" teaching that the classwork never varies. Blessed is that teacher who is skillful enough to keep the teaching program flexible. Surely this would be more conducive to good learning.

One of the teacher's best assets is the cooperation given to administrators, colleagues, and community. Teachers are human, but they should be ethical and professional at all times. Public relations are very important for any well-rounded individual.

There are other considerations which a teacher must not neglect. These include maintaining good health and keeping a balance between work and recreation. The teacher with real interest in and affection for students will find rewarding satisfaction in the teaching profession. The educator who is unhappy in the field should by all means seek other employment.

Student's Attitude Toward Teacher

Now we come to the role of the student. What shall we say of him? Where does he fit into the picture? How does the student feel about the role of the shorthand teacher? Perhaps these are some of the teacher qualifications he has in mind: (a) knowledge of and interest in the subject, (b) high standards, (c) ability to challenge the student to do his best, (d) encouragement if he needs help, (e) a sense of humor, (f) a pleasing personality, (g) fair but challenging tests, (h) presentation of objectives for the course which are high enough, yet reasonable, (i) kindness and understanding, (j) leadership in the profession, (k) possession of all kinds of tricks up the sleeve to keep him interested in learning shorthand, (l) a friend to whom he can turn for help, (m) infinite patience, and (n) impartiality. Perhaps hardest of all, the student expects much more of the teacher than he possibly can expect of himself. Are these ideas of his unreasonable? Yes, but in spite of the perfection he demands, every teacher must try to meet the

Personal-use shorthand should be available to students who want it.

challenge. After all, we must admit that "the student is the life blood of every school."

In view of the foregoing, might it not be wise for all of us to take a yearly inventory of ourselves? This is surely true of us as shorthand teachers. Are we growing and becoming better each year, or are we drifting? If we are honest with ourselves, we really know that all of us have certain strengths and weaknesses; but are we willing to improve? As up-and-coming shorthand teachers, we must be professionally-minded. Do we belong to our state and national professional associations? Do we subscribe to and read the excellent articles in our professional magazines to learn what is going on in other schools? Are we attending conferences, workshops, conventions, and sum-

mer schools? Are we eager to improve our work by learning better methods and techniques?

Finally, then, may it be said of us as teachers that we aim to bring to the classroom the best of which we are capable in helping to mold each young life to be of service to our homes, our schools, our communities, and our country. In our youth is invested the wonderful heritage of our entire nation. Can we help to foster faith and trust in our students? Can we guide and encourage them not only to learn subject content, but also to believe in and to live the good life and to practice our democratic way of living? If we can make such a contribution, then we may truly say that a teacher is the "heart" of every school.##

Teaching a Personal-Use Shorthand

by **GORDON J. MALONE**

Niles Township High School (East), Skokie, Illinois

A new concept in the area of secondary education has been introduced through the teaching of Notehand. This article is a brief description of the course as it was initiated at our school.

In a broad sense, personal-use shorthand can be offered to anyone who is interested in learning. At Niles Township High School (East), the course during the past semester was offered to the academic senior. The majority of these students were college bound. The enrollment for this first offering totaled 55 students. The group was divided into two sections, each meeting for a 55 minute period once a day, five days a week. Fifteen members of the group were boys. An observation to be noted here is that offering this course may improve male enrollment in business education courses.

The Teacher

The teacher of shorthand can make the transition to Notehand without any serious problems. It may also be mentioned that one who has never taught shorthand need not fear difficulty in presentation. The teacher will find the outlines are written more fully than shorthand outlines, but they cause little or no confusion. The "shorthand theory" is minimized, and the student who learns the Notehand alphabet well will write the outlines out more fully without hesitation.

The students should be taught from the beginning that strict conformity with the textbook in the formation of an outline is not necessary. The teacher may at times place upon the board an outline that is not Notehand. This may occur in the area of the brief forms. If it has

been stressed that there is no right or wrong outline and any outline that is readable is correct, the difficulty will be minimized.

One can almost measure his success of presentation with the amount of chalk dust that remains at the end of a given class period. Time is well spent at the board giving rapid alphabetic reviews at the beginning of the course and then continuing with the blends, vowels, and brief forms as they are covered in the textbook. The curiosity of this higher caliber student will at times necessitate extra board work. Unison and individual reading from the board should be emphasized.

Nine Weeks of Principles

The theory portion of the textbook was covered in approximately nine weeks. The amount of time spent on theory is flexible and can be adjusted to the needs of the students.

The reading and writing practice exercises were emphasized because of their importance in applying the theory learned in a particular lesson and previous lessons.

When a small amount of theory is presented the teacher can begin short applications of lectures. We presented the notemaking fundamental lessons that are integrated in the textbook by using class volunteers as our first speakers. These short speeches, given by the students early in the course, were followed by more lengthy lectures prepared by the teacher. Here again, a flexible type of presentation can be prepared to meet the specific needs of the students.

Guest speakers, tape recordings, and other aides provide excellent practice materials for shorthand classes.

Contacts were made in the community to arrange speaking engagements for the classes. This work can be started several weeks prior to the completion of the theory section of the textbook. The local Chamber of Commerce can be instrumental in making suggestions for guest speakers. Recommendations of the Chamber can be followed up by the teacher to see if these local citizens would be interested in contributing their talents to the classes by speaking on the functions they perform in the community. Topics here are unlimited.

Our response was excellent, resulting in a well-rounded group of speakers. This activity benefited the classes and established a closer bond between school and community.

A Valuable Assistant

The use of the tape recorder is essential if one is to accomplish a satisfactory end result. The use of the recorder aided in building a tape library and facilitated the following: speeches missed by the students could be made up at specific times, material in question could be verified readily, and evaluation devices could be more easily prepared. If one wanted to record information outside the classroom or school, the recorder could be transported to the desired area.

All guest speakers consented to have their speeches recorded. Some of the speakers may hand out written material substantiating their speeches. Excellent use can be made of this supplementary material by having the class members record in their notebooks essential information from the pamphlets, thereby giving the student a further opportunity to use his Notehand while working with reference material.

Evaluation

The speeches were followed as closely as possible by an examination. Here the teacher may vary his procedure regarding the type of examination he may want to administer. The students may study their notes first and then answer questions; or, if desired on occasion, the students may be permitted to use their notes during a more comprehensive test.

Several speeches were not followed by written examinations. The class discussed the important points selected from the speech. These points were displayed on the chalkboard to demonstrate a page of notes as they should appear.

If more evaluation grades are needed for administrative purposes, the transcription quiz is excellent. The student may transcribe from Notehand to longhand or from longhand (key) to Notehand for a timed period specified by the teacher. No "theory" tests were given at any time.

By fulfilling the objective of this course we can give the student a more useful and improved method of making notes. During this time of educational change the business teacher continues to meet specific needs and objectives of education through another important contribution.##

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Northern Illinois University, DeKalb, Illinois

OUR STUDENTS NEED MORE RESPONSIBILITY

Contributed by **DONALD J. D. MULKERNE**
State University, College of Education at Albany
Albany, New York

Have we lost sight of the most important objective in the school—character education? Included in this vast and complex problem of providing better character education for our youth is the problem of teaching responsibility. A recent publication of the National Education Association, "How Good Are Your Schools?" stresses the need for developing more responsible citizens. The section on responsibility states that this trait must be taught and not left to chance, and that all students in all occupational choices should develop a sense of responsibility before graduation. There is no doubt that more attention must be given to character education.

Having proper attitudes about a job demands that the worker exercise a basic responsibility—to do the best job he is capable of doing every minute he is on the job. Business does not want the "gliders." You know who the gliders are in your class, don't you? Unfortunately, there is an alarming number of students who are coasting through school and who have not accepted the responsibility of developing their potential so as to take their place as worthy citizens and workers. You and I need to be more concerned about knowing who the gliders are. Once they are identified, steps can be taken to prod them out of their lethargy so that they can approach their first job with the understanding that in return for their pay check, they owe the employer their full time and best effort at all times.

The Charters and Whitley study lists desirable secretarial traits and assigned the rank of "2" to responsibility.¹ Through the years, many studies discuss the importance of character traits in business and point up the

need for greater responsibility being shown on the part of workers.

The booklet, "So You Want a Better Job," by Paul W. Boynton includes a percentage table prepared by the principal of Meriden (Connecticut) High School in which the reasons why workers failed on the job or failed to get promoted are given. He found that 10.1 per cent of the discharges were due to skill deficiencies while in 89.9 per cent of the cases, workers were fired because of one or more character trait deficiencies, including weaknesses in responsibility.²

More Emphasis on Attitudes. Why are so many young office workers lacking in desirable character traits? An answer to this question is that schools have been too busy teaching skills to the neglect of developing healthy attitudes about business responsibilities of workers. The wise businessman is more interested in hiring a person who knows how to exercise good judgment, who understands his responsibilities as a member of a working team, and who gives evidence that he has the ability to mature into a valuable worker in the firm. And yet, so many business teachers are struggling to get their students to attain "business standards" (whatever that means) and these same teachers are trying to turn out secretaries, accountants, and office managers. In so doing, these teachers completely "miss the boat" on what businessmen are really looking for in their workers.

Changing Standards. Business standards change during periods of partial and full employment. When workers are scarce, such as in a war period, businessmen are willing to lower their standards rather than go without help. While the labor market is critical, inefficient workers remain on the job. Today we no longer have such a critical labor situation. We are graduating more youngsters from our business programs than ever before. Competition for jobs grows keener every month. Businessmen

¹ Charters, W. W., and Whitley, I. B. *Analysis of Secretarial Duties and Traits*. Baltimore: Williams and Wilkins, 1924. p. 175.

² Paul W. Boynton. *So You Want A Better Job*. New York: Socony Mobil Oil Company, Inc., 1955. p. 4.

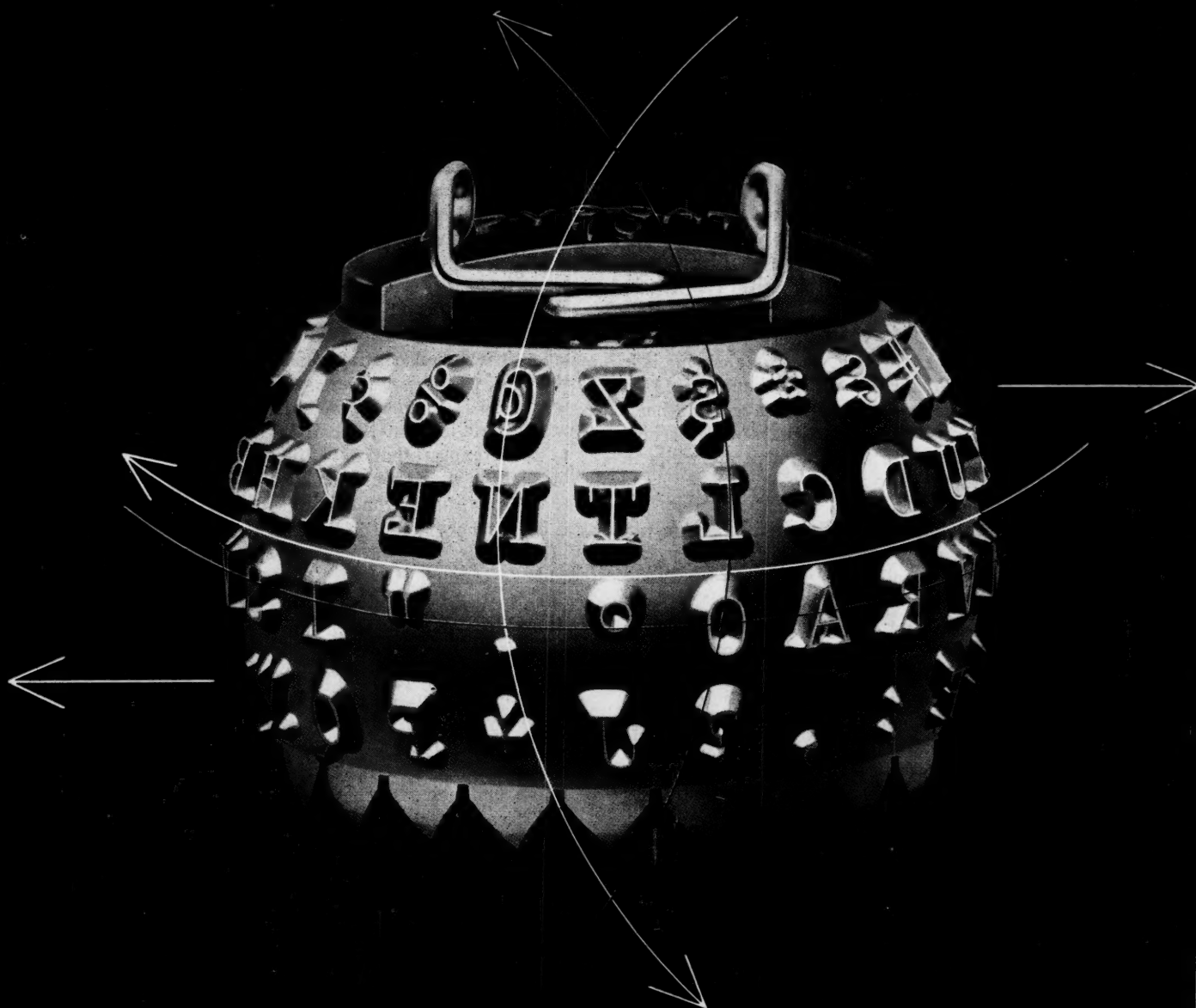
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can see. ■ The IBM SELECTRIC is loaded with features designed to help improve typing speed and technique. For example, a unique storage system actually remembers, when necessary, one character while another is being printed, paces it out at a measured rate to level "typing flurries," improve typing rhythm. ■ And on top of all this, this newest addition to the IBM typewriter line even permits changing from one type style to another. ■ Why not arrange to have the moderately priced, remarkably **IBM** service-free IBM SELECTRIC shown in your school soon.

now favor the job applicant who has:

1. An employable basic skill such as typewriting, machine transcription, and office machines
2. A general orientation to business through courses with the right content and presentation as may be found in introduction to business, bookkeeping, and secretarial practice
3. An understanding of the American economy through courses with the right kind of content and presentation as may be found in economic geography and other courses
4. A mastery of the 3 R's—reading, ritin', and rithmetic
5. A sound development in character.

Unfortunately, schools have not been as alert in their character education objectives as they should be. As a result, our business education students leave our schools with dangerous "I don't care" attitudes about school and its objectives. They display this attitude while in school every time they say to you:

- "Are you going to grade this?"
 "Is this alright?" (when handing in an assignment)
 "I didn't hear you say you wanted it double spaced."
 "So what if I didn't follow instructions—I got the right answer didn't I?"

Here then is a perfect example of excuses, admissions of lack of effort, broken promises, and good intentions. How tragic it is when we let our students get away with it. By going along with them, we give approval to their actions. How far would these same students get with a business employer by voicing the above questions? Every time we accept substandard work from our students, we are doing them a grave injustice because we are encouraging them to be irresponsible.

Specific Suggestions. Here are some suggestions for helping students to develop greater responsibility:

1. Teachers should require students to assume the responsibility of their own work quality. To consider 65 per cent to be a passing grade is completely unrealistic. If the work submitted does not reflect the student's *best* effort, it should be returned to him to be done again. Businessmen insist that all work submitted be correct so why shouldn't business teachers expect this same perfection?
2. Teachers should expect the best performance from students at *all* times, including the period just before and after vacations. And yet, many teachers believe that little can be accomplished during this time. How many times have your students pleaded that they could not get their homework done because of the "big game," dance, or other social function competing with their school responsibility? Business does not put up with such excuses so why shouldn't business teachers follow the same pattern?
3. Teachers should expect 100 per cent attentiveness from students at all times. This will eliminate time wasted in repeating instructions and assignments. With this new attitude, students will no longer be able to say,

"I didn't hear you say that we had to do this for our homework." Businessmen do not tolerate inattentive workers so why shouldn't business teachers insist upon attentive students?

4. Teachers should expect their students to exercise good judgment in everything they do. Real thinking takes effort and it is so much easier for the teacher to do the thinking for the class. When teachers carry this burden they violate the concept of responsibility. Businessmen expect common sense judgments from their workers so why shouldn't business teachers expect good judgments from their students?

5. Teachers should insist that all work be submitted *when it is due*. A contract exists between the teacher and the class when work is assigned. When work is not submitted on time, the contractual agreement of the students who are delinquent in their work is not fulfilled. Businessmen expect that date lines for work projects will be met so why shouldn't business teachers expect the same promptness from their students?

6. Teachers should insist on complete compliance with instructions. There are many ways of doing a piece of work. Although students should not have every procedure spelled out in detail, there is still a framework of procedures within which they should operate. When deviations from work patterns and routines occur, particularly when teamwork is involved, efficiency and production drop. Businessmen insist that their workers follow company procedures (with ideas for better ways of doing things placed in a suggestion box) so why shouldn't business teachers expect the same consideration and cooperation from their students?

7. Teachers should insist that students proofread *all* work before it is submitted. Too much time is spent by teachers doing detective work when they should be teaching and circulating around the room ready to render aid when needed. Students will allow their teacher to locate errors so long as teachers are willing to perform this chore. Businessmen neither have the time to check papers nor do they think it necessary to do it, so why shouldn't business teachers expect that papers handed to them by students be free of errors?

8. Teachers should insist that students develop a cost consciousness about equipment, supplies, and time. An unnecessary expense is incurred in a firm through abuse of equipment, wasteful use of supplies, and by workers who have to delay jobs until they restock on paper, carbons, and other supplies. Expensive office equipment should be given the same care as a birthday watch. Paper represents pennies, and like money, should be used wisely and appropriately. Businessmen expect their workers to hold down office expenses so why shouldn't business teachers expect the same economical considerations from their students?

9. Teachers must insist that students come to class ready to work. Students should do more than "put in

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FABORN ETIER, Editor

The University of Texas, Austin, Texas

"AIDING" YOUR TYPEWRITING GRADING

Contributed by **ALLIEN R. RUSSON**
University of Utah, Salt Lake City, Utah

Is there a typewriting teacher anywhere who likes to make out grades? Is it not true that most of us find grading the least satisfying part of our job? Then let me give you a secret formula containing a miracle ingredient that will banish forever that tired feeling when grading time comes around. This formula was invented by a statistician, who gave it to a friend, who gave it to me.

Assigning Grades in Content Subjects. The formula was constructed originally for examinations in content subjects, and for these subjects (such as accounting, economics, general business, business English) the method is as follows: First, we find the top score in the class. Let us assume that it is 110 points out of a possible 130. (We pay no attention to the 130, by the way.) Now, we take 60 per cent of this top score, or 60 per cent of 110, and get 66. This figure 66 is our *bottom passing score*, and we subtract it from our top score to find our *passing range*. The bottom passing score of 66 subtracted from our top score of 110 gives us 44. Our passing range of 44 is now divided by 11, because there are 11 possible passing grades from A+ to D—. So, dividing 44 by 11 we get 4 points, which is our *passing increment*, and we assign our grades as follows:

0	A+ = 110	6	C+ = 86
1	A = 106	7	C = 82
2	A- = 102	8	C- = 78
3	B+ = 98	9	D+ = 74
4	B = 94	10	D = 70
5	B- = 90	11	D- = 66
		12	E = Below 66

Starting at the D— position, we add the increment to find each higher grade. Below the score of 66 (or the lowest passing score), 13 and 14 may be added if desired and the increment subtracted. In case you are wondering about the numbers at the left side of the scale, note them carefully. They represent another exceedingly helpful device for the teacher. If the individual paper is marked with both the letter grade and the corresponding number, the student will be aware of his grade and the teacher need record only the number. Thus, C—/8 means that only the 8 is recorded in the teacher's roll book; and the teacher will discover that averaging a line of low numbers is infinitely easier than dealing with a line of letter grades.

Assigning Grades in Skill Subjects. Adapting this formula to skill subjects required a bit of modification. It was found that in typewriting and other skill subjects there was greater variation among acceptable scores. After much experimentation, it was found that using 40 per cent of the high score (instead of 60 per cent) is fair to the student yet still results in high standards.

Grading Production Tests. The formula is particularly useful for grading production tests in typewriting. These tests may be scored in many ways, but whatever the method, a point score is the usual result. The usual method is to look for "breaks" and arbitrarily assign grades to scores, but with the formula a greater degree of objectivity is possible. One method of scoring production tests uses words a minute plus bonus points for perfect and mailable papers. This method would result in scores similar to the ones used in our first illustration.

Our top student might, in 30 minutes, produce six business letters of around 150 words each. Multiplying 150 by 6 we have 900 words which, when divided by the time of the test (30), would give us 30. Say our top student gets all six of the letters perfect—which gives him a bonus of 15 points for each letter, or 90 points. We now add the 30 words a minute to the bonus of 90, and our best student's score is 120. Multiplying the top score of 120 by 40, we have 48 as our bottom passing score and 72 as our passing range. Dividing the passing range by 11, we have 6.5 as our passing increment. Now our assignment of grades is as follows (working up from 48):

0	A+ = 119.5	6	C+ = 80.5
1	A = 113.0	7	C = 74.0
2	A- = 106.5	8	C- = 67.5
3	B+ = 100.0	9	D+ = 61.0
4	B = 93.5	10	D = 54.5
5	B- = 87.0	11	D- = 48.0
		12	E = Below 48

The students' papers will not, of course, fall exactly on these scores. How does the teacher take care of this variation? There are two methods, depending upon the degree of precision desired. If the teacher wishes to be as precise as possible, a score of 83 in the above production test might be assigned a grade of C+ but recorded as 5.5. On the other hand, if only rough grading is desired, the point score is assigned the number and the grade closest to it. In this case, 83 would be recorded as 6.

Assigning Term and Final Grades. The most helpful part of working with this grading formula lies in assigning final grades for a grading period. A final average number
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ROBERT M. KESSEL, Editor
University of Idaho, Moscow, Idaho

AUTOMATION AND BOOKKEEPING

Contributed by **ARTHUR E. CARLSON**
Washington University, St. Louis, Missouri

Most business problems involve the processing of data—facts and figures—in one form or another. Business data may be in the form of physical quantities, such as pounds, dozens, or barrels, or in the form of dollar amounts. Business data are partly processed by recording them on business forms, such as invoices, sales slips, and checks. Business data are processed further by recording transactions in journals, posting to ledger accounts, taking trial balances, and preparing financial statements. Bookkeeping and accounting are thus forms of data processing.

Integrated Data Processing (IDP). A system of processing business data designed to repeat the data mechanically at each stage of handling business papers is known as *integrated data processing*. Reference to an integrated data processing system is commonly made by means of the abbreviation "IDP." The "write-it-once" principle plays a major role in IDP.

The "write-it-once" principle may be defined as the simultaneous preparation of two or more business papers or records. Adding machines, bookkeeping machines, calculators, and typewriters may be set up to create common language mediums at the same time that a letter is written, an invoice is prepared, a journal entry is recorded, or a ledger account is posted. Punched paper tape is most commonly used as an integrating medium, although punched cards may also be used. Machines are available also to convert punched paper tape to punched cards or punched cards to punched paper tape.

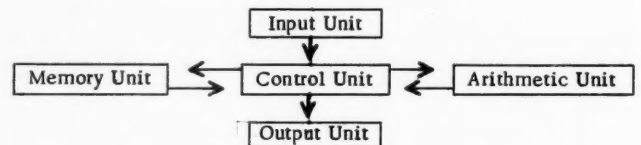
Electronic Data Processing (EDP). A system of processing business data in which an electronic computer plays a major part is known as *electronic data processing*. Reference to an electronic data processing system is commonly made by means of the abbreviation "EDP."

Electronic computers are of two basic types. An electronic computer used to get approximate answers to questions raised by scientists and engineers is called an *analog computer*. An electronic computer used to get accurate answers to questions involving ordinary arithmetic is known as a *digital computer*. The digital computer is the most beneficial type for business use.

Any electronic data processing system consists of five main parts. They are (a) the input unit, (b) the control unit, (c) the arithmetic unit, (d) the storage unit, and (e) the output unit. A diagram of the relationship of these units is shown in the next column.

Input Unit—The process of feeding business data into a computer is known as *input*. The process is accom-

plished by a machine called an *input unit*. The common language mediums—punched cards, punched paper tape, and magnetic tape—are most frequently used as input devices.



Control Unit—The control unit of a computer may be likened to the human heart. This unit receives data and instructions from the input units just as the heart receives oxygenated blood from the lungs. It passes these data and instructions to the storage or memory unit just as the heart pumps blood to the human brain.

If some of the instructions require that calculations or comparisons be made with certain data, these data are brought out of storage by the control unit and passed to the arithmetic unit. After the necessary calculations or comparisons have been made, the control unit either returns the resulting data to storage or passes them to the output unit where they are written in usable form.

Arithmetic Unit—The arithmetic unit of the computer can add, subtract, multiply, or divide. The numbers used in such calculations usually are limited to ten digits in length. The arithmetic unit can also compare two numbers to decide which is the smaller or larger. By assigning number codes to the letters of the alphabet, such as 1 to 26 inclusive, it is possible to arrange data in alphabetical order. The arithmetic unit is also able to pull out all quantities of a certain size from a group of items, or shift a particular number to the left or to the right in a column of figures, to round a decimal, or align a number for further processing.

Storage or Memory Unit—The storage or memory unit of the computer may be likened to the human brain. This unit, in combination with the control and arithmetic units, has been responsible for the use of the term "electronic brain" because this group of units is capable of doing many of the mechanical things that the human mind does. However, this group of units has to be told what to do every step of the way by means of a program. This complete need for a program is the basic difference between an "electronic brain" and the human mind.

Output Unit—The process of getting business data out of a computer is known as *output*. The purpose of the output unit is to convert processed data into readable form. As in the case of input, the common language mediums—punched cards, punched paper tape, and magnetic tape—are most frequently used as output devices.

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WILLIAM WINNETT, Editor

San Francisco State College, San Francisco, California

LET'S BUILD ON PERSONALITY

Contributed by MARY JEAN ONORATO
San Francisco, California

The fact that desirable personality traits are vitally important to the success of the office worker has been established by many research studies. "Statistics reveal that 85 per cent of our beginners fail on the job because they do not possess the important personal qualities that business demands."¹ During a recent study Mary Heyer found that 88 per cent of the respondents listed personal characteristics as the reason for loss of job.² Realizing the importance of desirable traits for the office worker, the business teacher must accept his responsibility for developing those traits in his students if the students are to be fully prepared for office work.

Employable Personality. The clerical teacher needs to be aware of exactly what business expects of the office worker concerning attitudes and behavior. Although the program for guiding personality development and office behavior has yet to be defined as a systematic unit of study, desirable traits have been identified. A useful resource which draws together the substance of various surveys is one compiled recently by Parker Liles.³

The business department needs to define the "employable personality" toward which it is working. This definition should then be incorporated into the entire business curriculum, as opposed to any one specific course. The conscious development of this employable personality must be continuously encouraged by every teacher in every business class. The setting aside of a specific lesson or unit on business behavior is often found in office and stenographic practice classes. In these classes the time devoted to personality development is used to let students know what behavior will be expected of them on the job, but trait development does not end there. An individual's total personality is not something which he puts on for an hour a day, and the development of desirable traits is not something which can be defined or limited to a particular time. It must be a continual day-by-day process.

Development of Individual Traits. The integration of personality and office behavior development into the total learning experience is a challenge of business education open to the creative teacher. The crucial point in teach-

ing desirable behavior is embodied in the concept of development. A trait has been defined as "An enduring characteristic of the individual which is manifested in a consistent way of behaving in a wide variety of situations."⁴ When students begin their business training, their basic character traits have been initiated. They have not, however, been completely developed. The business teacher in teaching for the employable personality must work *with* and build *on* the traits already possessed by the individual; and the wise teacher will work to develop the positive personality traits and to retard those known to be undesirable.

Just as the development of a skill is an individual matter, so is the development of personality characteristics; and, as skill can be developed through group direction, traits can be also. In developing skill, the teacher gives his students opportunity to demonstrate their growth, and he uses this demonstration as a means for guiding further progress. Thus, if the business teacher is to build on the desirable personality traits already possessed by students, they should be given the opportunity to demonstrate their progress in the development of desirable behavior. The teacher should seek to recognize which desirable traits are manifested in each student. Assign a job with only minimum directions, then observe carefully to see which students show initiative, imagination, and conscientiousness in completing the job; and, what is particularly important, which students come to you for more explicit instructions.

Along with recognition goes the teacher's responsibility for development. Every business teacher should constantly provide occasion for students to develop desirable personality traits. Ask for volunteers to help with the program for Business Education Day or for Parents' Night. A student who has not previously shown a co-operative spirit may volunteer. Be quick to encourage this student in order to develop his spirit of cooperation—assist him with the project but give him maximum opportunity to take initiative and demonstrate dependability.

The shorthand and transcription teacher can give an assignment involving manuscript copy and statistical material to be put in columnar form, possibly involving the use of resource books for completion of the table. Since there is no single solution to the problem, the students will be required to draw upon their own initiative and resourcefulness. In a general business class when students are planning a panel discussion or are working

¹ Drane, Dorothy. "Personal Characteristics of a Good Office Worker." *Balance Sheet* 38: 104; November 1956.

² Heyer, Mary. "A Study of the Development of Personal Characteristics." *THE NATIONAL BUSINESS EDUCATION QUARTERLY* 28: 31; October 1959.

³ Liles, Parker. "Attitudes and Personality Traits Essential for Clerical Employment." *The Clerical Program*. Sixteenth American Business Education Yearbook. Somerville, N.J.: Somerset Press. p. 48-49.

⁴ Krech, David, and Crutchfield, Richard S. *Elements of Psychology*. New York: Alfred A. Knopf, 1958. p. 642.

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JAMES W. CREWS, Editor
University of Florida, Gainesville, Florida

ARE YOU UP TO DATE IN BASIC BUSINESS CONTENT?

Contributed by **GERALD W. MAXWELL**
San Jose State College, San Jose, California

"Everything's up to date in Kansas City!" so goes the popular tune from the show "Oklahoma." How would we answer the question, "Is everything up to date in basic business?" One of the characteristics of business is its continuous change. This characteristic is both a boon to the teacher who recognizes variety as the spice of teaching and a challenge to the teacher who might be tempted to base his career on the continual re-use of once-acquired content.

Some changes, of course, are fundamental, of great consequence, and permanent in nature. Others are merely face lifting, fads, or of little significance. The wise teacher of basic business will recognize the need to evaluate changes and to place them in their proper perspective.

But the true value of new developments in business will be seen in the skill and imagination of the teacher of basic business as he integrates them into his teaching. He will tell of these changes to motivate and inspire his students. He will use them to challenge his brighter students to make further inquiry. He will interpret the meaning and significance of these changes to the daily business lives of the students. He will use them to broaden and upgrade his own teaching.

To illustrate business changes that relate to the secondary school basic business course, four changes of considerable impact are presented here. These developments deal with electronic sorting of bank checks, bank extension of "line of credit" to individual persons, new telephone inventions and services, and post office mechanization.

Electronic Sorting of Bank Checks. At the urging of the Federal Reserve Board and the American Bankers Association, more and more banks are using Magnetic Ink Character Recognition (MICR) to sort checks. The system uses black magnetic ink characters imprinted on the bottom of the check to identify the bank number, the depositor's account number, and the amount of the check, and thus brings automation into the sorting of bank checks. The Burroughs MICR sorter sorts the checks at the rate of 1,500 a minute, and protects each checking account against possible errors. This form of automation has been necessitated by the fact that each check is handled an average of 17 times and by the prediction that the total number of checks is expected to reach 20 billion by 1963.

Bank Extension of "Line of Credit" to Individuals. Although banks have long made "line of credit" available for business firms, they have only recently brought it into the consumer field. Often given a name such as "Checkway Credit" or "Automatic Credit Account," the process begins by having the prospective borrower fill in an application for the amount of credit (from \$300 to \$6,000) he would like to have available. As soon as the application is approved, the bank supplies the applicant a book of checks which, although looking like ordinary checks, are specially coded. Then later, when the person wishes to borrow, he merely writes a check on the specially coded blank check, and cashes it. The loan is repaid on a monthly basis with usually up to 24 months to pay in full. Interest is approximately $1\frac{1}{4}$ per cent a month. A small service charge of about 25 cents a check is also assessed. The advantage of the plan is that Joe Consumer arranges for the credit before he needs it, and has it instantly available whether he is at home or on a trip.

New Telephone Inventions and Services. The new telephone innovations are marvelous, to say the least. Some are now mechanically feasible and are either generally available or are being tried out in designated consumer test areas. The "call director" enables a businessman to handle a large number of incoming calls right at his desk. A home-communications system is being tested with a built-in control panel that can hold a call, switch a call to other parts of the house, or enable the householder to talk to someone at the door. With the "Dialaphone" you can turn a selector crank to any one of 850 previously designated names and numbers, press a key, and the number is dialed automatically. The "Speakerphone" is a combination microphone and loudspeaker that permits the user to talk and listen from any point in a room. Soon becoming available is a coin phone that accepts all kinds of coins. "Wide Area Telephone Service" permits unlimited numbers of long distance calls within a selected area at fixed monthly zone rates. Direct interconnection of business machines across the nation by dialing a regular telephone call is possible through "Data-Phone."

Other developments are still in the experimental stage. Receiving its first field tests is an experimental "Electronic Central Office." With this telephone, you can easily dial two persons and hold a three-way conversation, you can arrange for calls coming to your home during your absence to be transferred to where you will be, and can arrange to have the equipment notify you when a busy number you have dialed is free. "Telepax" will provide for transmission of messages in any form, whether by telephone, teletypewriter, telephotograph, (Please turn to page 35)

HOWARD L. HAAS, Editor
Montclair State College, Upper Montclair, New Jersey

EXPANDING DISTRIBUTIVE EDUCATION TO COMPREHENSIVE SECONDARY SCHOOLS

Contributed by **ROBERT DENNY**
North High School, Des Moines, Iowa
and **PHILIP COOPER**
Des Moines Tech High School, Des Moines, Iowa

The need for on-the-job training by more secondary school seniors in the Des Moines, Iowa, public schools caused an expansion of distributive education from Tech High School to three comprehensive secondary schools. The Des Moines Board of Education recognized that distribution was no longer a "cracker barrel" occupation. The Board members recognized that carrying out the full operations in wholesaling and retailing—from receiving, selling, merchandising, sales promotion, and control—demanded preparation in specialized skills.

Surveys of Des Moines high school graduates revealed that 30 per cent of the graduates entered the distributive fields. A check of employment in the metropolitan area showed that more persons were employed in distributive occupations than by all manufacturing concerns of this area.

In 1942 distributive education was offered at Des Moines Tech High School. Through the years a strong program has been built. Students from any part of the city may select Tech as their secondary school. This decision is made after careful consideration by student, counselors, and parents. Generally, students who decide on Tech are primarily interested in instruction that will help them obtain full-time employment after graduation. This does not mean, however, that should a student change his mind and decide on a college career that the door to college is closed for him. A diploma from Tech is as acceptable in college as one from any of the comprehensive high schools in the city.

Survey-Type Course. A student entering Tech as a 10B may elect to take one of four orientation courses. In the area of business education, he is assigned the course called Business Orientation. This is a survey-type course and will give the student an idea of what to expect in any of the four business areas offered at Tech. Those core areas are distributive education, clerical, stenographic, and bookkeeping. The student who chooses distributive education as his core area begins work in this area as a 10A. A typical five-semester program is shown here:

10A Semester	11B Semester	11A Semester
English 4	English 5	English 6
DE 1 (Merchandising)	History 5	History 6
Typing 1 or 2	DE 2 (Salesmanship)	DE 3 (Art Display)
Bookkeeping 1	Speech 1	Business Machines 1
	Bookkeeping 2	Speech 2

12B Semester

History 7
DE 4 (Advertising)
Business Machines 4
DE Coop Program

12A Semester

DE 5 (Merchandising Materials)
History 8
Elective
DE Coop Program

Secondary School Program. During the late 1950's a survey of enrollments in three comprehensive secondary schools showed that 156 students took the merchandising course and 338 were in salesmanship classes.

It became obvious that there was much interest by students in the distributive field. In order to give students who wanted this type of instruction an opportunity for it, consideration was given to establishing additional distributive education programs.

The question always arises in this type of program as to how it will fit into the total curriculum plan in a comprehensive secondary school. One of the attributes of the distributive education program is that it is flexible in nature and can be molded to fit the situation.

The Iowa State Department of Public Instruction has worked out three basic plans for teaching distributive education courses. While the basic philosophy for the plans is similar, the routes to achieve these goals vary. The plans are as follows:

Plan A—A program covering two school years providing an average of at least one regular class period a day of vocational instruction in classes limited to the co-operative group.

Plan B—A program covering one school year providing an average of at least two regular class periods a day of vocational instruction in classes limited to the co-operative group.

Plan C—A program covering one school year providing an average of at least one regular class period a day of vocational instruction in classes limited to the co-operative group and enrolling only those who have completed a sequence of at least two high school units of credit of two semesters each in distributive subjects.

Plan C seemed to best suit the Des Moines program. During their senior year, students who wish to, provided they have met the requirements, may elect to go on co-operative training. In order to do so they must also take classroom work in distributive education. These courses are of one semester each and should go under the title of DE Problems I (first semester), and DE Problems II (second semester).

The content of these courses includes:

DE Problems I

A. Orientation
B. Merchandise information
C. Advertising

D. Business Services
E. Merchandise manuals
F. Display

DISTRIBUTIVE OCCUPATIONS

DE Problems II

- | | |
|-------------------------------------|--------------------------|
| A. Store organization | D. Buying |
| B. Preparing building and equipment | E. Stock control |
| C. Choosing store sites | F. Pricing for profit |
| | G. Receiving merchandise |

The following distributive education course outline has been set up so that the student may enter the program for any of four grade levels. It may be well to note that the student has ample opportunity to elect subjects of his own choice, thereby broadening his entire program.

In order to enrich an already broad business program, the Board of Education expanded the distributive education program as follows: (a) a distributive education

program was initiated in three Des Moines comprehensive secondary schools; (b) teacher-coordinators, certified for distributive education, were placed in charge of each program; and (c) a coordinated plan for all distributive education programs in the system was inaugurated.

In Des Moines today, there exists a great shortage of trained personnel for the distributive field. This is an important fact when it can be shown that the basis for the prosperity the city has enjoyed for many years, rests in large measure on the outstanding job accomplished by its many sales and service organizations. This record can be maintained only if an adequate number of students can be encouraged to explore the possibility of a career in a distributive occupation.##

SUGGESTED DISTRIBUTIVE EDUCATION CURRICULUMS FOR COMPREHENSIVE HIGH SCHOOLS

For students entering program as 10A's	For students entering program as 11B's	For students entering program as 11A's	For students entering program as 12B's
10A English 4 Typing 1 or 2 Bookkeeping 1 Elective			
11B English 5 History 5 Bookkeeping 2 Speech 1 Elective	11B English 5 History 5 Bookkeeping 1 or 2 Speech 1 Elective		
11A English 6 History 6 Salesmanship Elective	11A English 6 History 6 Salesmanship Elective	11A English 6 History 6 Salesmanship Elective	
12B History 7 DE Problems I Elective Coop Program	12B History 7 DE Problems I Elective Coop Program	12B History 7 DE Problems I Elective Coop Program	12B History 7 DE Problems I Salesmanship Coop Program
12A History 8 DE Problems II Business Law Elective Coop Program	12A History 8 DE Problems II Business Law Elective Coop Program	12A History 8 DE Problems II Business Law Elective Coop Program	12A History 8 DE Problems II Business Law Elective Coop Program

Automation and Bookkeeping (Continued from page 30)

Output devices are introduced into tabulating machines or high-speed printers to produce readable records and reports. *Tabulating machines* contain many rows of type bars or type wheels, and usually print one line at a time at the rate of 100 to 150 lines a minute. *High-speed printers* use print wheels or wires that print one line at a time and attain speeds of 600 to 1,200 lines a minute.

Automation and Bookkeeping. As automation becomes more and more prevalent in the business office, a knowledge

of bookkeeping and accounting will become more important than ever. Automation will merely involve the adaptation of the work of the bookkeeping cycle to machine methods. The processes may be modified somewhat, but the reasons for the processes will change very gradually and very slightly.

Automatic office machines are really incapable of thinking for themselves without the aid of detailed programs. The entire bookkeeping and accounting cycle must therefore be programmed into the machine in a manner that will produce useful financial statements and supplementary reports.##

Our Students Need More Responsibility

(Continued from page 28)

their time" or "go through the motions of working." People are *paid* to *produce*. Businessmen expect employees to report for work, leaving their troubles and fatigue at home so why shouldn't business teachers expect this same type of "readiness" from their students?

Teachers should be alert to deficiencies in work attitudes and then take the necessary steps to correct those deficiencies. Developing responsibility should be in the preferred group of teachers' objectives. Integration of effort rather than lip service is needed if a sense of responsibility is to be developed within students. The entire program of the school needs to gear itself toward this objective. Open lines of communication between teachers concerning what each is doing to develop this trait must be set up.

The teaching of responsibility begins with the first day of class and continues with all students, in all classes, through graduation. If students are to develop responsibility, they must first see the need for it. Once they gain this understanding, there is a much better chance that they will become the kind of workers business needs today.##

Basic Business Content

(Continued from page 32)

facsimile, or high speed data transmission. "Centrax" will permit outside dialing direct to extension telephones of a business without going through a switchboard and will automatically record all outgoing long-distance calls dialed from each extension. In the far-off future is "Phonevision" which will permit telephone conversationalists to see as well as to hear each other! (Let us hope that both "on" and "off" switches will be provided for both parties!)

Post Office Mechanization. Today the United States Post Office Department handles over 65 billion pieces of mail annually, and this is expected to increase to 90 billion by 1970. To meet this anticipated avalanche, the Post Office Department's Office of Research and Engineering has been working with private enterprise in the development of devices suitable for mechanizing as much of the mail processing as possible.

Several rather ingenious machines are being developed. An automatic culling machine receives a load of assorted

collection mail and separates it by types—letters, flats, and packages. An electronic facing machine at high speed arranges mail with addresses and stamps all in the same position, and automatically cancels each piece. "Mail Flo" systems move mail in the post office station in convenient trays. With a semiautomatic letter-sorting machine, human operators, each working at a piano-like keyboard, sort 30,000 to 43,000 letters an hour to 279 different destinations. A semiautomatic parcel post sorter, operating with a belt conveyor system, can handle 14,400 parcels an hour. Experimental models of electronic "address readers" are under test which can read type-written or printed city and state addressing for 50 destinations at the rate of three envelopes a second.

These up-to-date business procedures should be incorporated into the basic business content. A careful glean- ing of information from the daily newspaper and from business publications will supply many additional items for discussion.

Let's Build on Personality

(Continued from page 31)

on some other group project, in addition to encouraging the student leader who has already shown traits of initiative, dependability, and the like, look for any spark of enthusiasm on the part of other members of the group. The shy student may make a suggestion which cannot be used. The teacher, however, should recognize this enthusiasm and give the student another opportunity to use initiative and imagination. If it is not possible to give the student immediate recognition, a private remark later may be sufficient encouragement for him to start building a desirable trait.

Opportunity, recognition, and encouragement are vital factors in the development of personality traits. Future clerical workers must know what will be expected of them on the job. Give students opportunities, many opportunities, to develop the personality necessary for successful office employment by helping them to build on their positive traits. Let each student know where he needs improvement, give him the opportunity to develop desirable traits insofar as he is capable, and give him encouragement when he demonstrates desirable behavior. Each student, however, is an individual whose personality has been shaped by his previous experiences and whose personality traits have been initiated. Use the foundation of the positive traits already possessed by a student on which to *build* his employable personality.##

THEY ARE SWITCHING TO FORKNER ALPHABET SHORTHAND

Because . . .

Failures and dropouts are reduced in both day and evening classes because it is easy to learn and hard to forget.

(See page 44)

THEY ARE SWITCHING TO FORKNER ALPHABET SHORTHAND

Because . . .

For the most part the student writes an alphabet that he already writes automatically. He does not need to recall, write according to proportion, nor draw outlines.

(See page 44)



ubea

NATIONAL, REGIONAL, AND AFFILIATED ASSOCIATIONS

The announcements of meetings, presentation of officers, and news of special projects of the United Business Education Association, UBEA Divisions, unified regional associations, and the affiliated state and local associations are presented in this section of BUSINESS EDUCATION FORUM. UBEA is a Department of the National Education Association. The UBEA unified regional associations are autonomous groups operating within the framework of the national organization; each unified association is represented by its president at meetings of the UBEA Executive Board. Affiliated state and local associations cooperate with UBEA in promoting better business education; each affiliated association has proportional representation in the UBEA Representative Assembly.

UBEA Executive Board

In the recent mail balloting for representatives to the Executive Board of the United Business Education Association, the following persons received the majority vote in their regions: Jeanne Skawinski, Plainville High School, Connecticut; Wilson Ashby, University of Alabama, University; Lorraine Missling, Nicolet High School, Milwaukee, Wisconsin; Ralph Reed, Central State College, Edmond, Oklahoma; and Alvin Danielson, Shadle Park High School, Spokane, Washington. The new representatives, each a leader in the profession, bring a wealth of experience to the Association. Their terms on the Executive Board began June 1.

Other regional representatives on the UBEA Executive Board whose terms continue into 1962 or 1963 are Mary Ellen Oliverio, Teachers College, Columbia University, New York, New York; James G. Brown, University of Maryland, College Park; Z. S. Dickerson, Madison College, Harrisonburg, Virginia; Harry Huffman, Virginia Polytechnic Institute, Blacksburg; Arnold Condon, University of Illinois, Urbana; Frank Lanham, University of Michigan, Ann Arbor; Gerald A. Porter, University of Oklahoma, Norman; F. Kendrick Bangs, University of Colorado, Boulder; Clisby Edlefsen, Boise Junior College, Boise, Idaho; and Ralph C. Asmus, Phoenix Junior College, Phoenix, Arizona.

The presidents of UBEA Divisions and the presidents of UBEA Regions (see page 3) are also members of the Executive Board.

As announced previously (FORUM—Apr. '61, p. 38), the UBEA officers elected at the annual meeting in February are Parker Liles, Georgia State College of Business Administration, Atlanta, president; Vernon Payne, North Texas State University, Denton, vice-president; and Edith T. Smith, Lewis and Clark College, Portland, Oregon, treasurer. The immediate past-president, Gladys Bahr, New Trier High School, Winnetka, Illinois; and the executive director, Hollis Guy, are members of the Board.

UBEA Administrative Committee Meets in Albuquerque

The summer meeting of the UBEA Administrative Committee on June 17 and 18, followed the convention of the Mountain-Plains Business Education Association and the UBEA Representative Assembly in Albuquerque, New Mexico. President Parker Liles presided over the meeting which was held at the Western Skies Hotel.

Two items on the agenda, the implementation of the recommendations of the Policies Commission for Business and Economic Education and the Plan for National Unity for Business Education Associations, received careful consideration. The Committee commended the Policies Commission most highly for its two timely pronouncements, "A Proposal for Business-Economic Education for

American Secondary Schools" (FORUM—Feb. '61, p. 45-52) and "This We Believe About Business Education in the High School" (FORUM—May '61, p. 19-30). Each of the continuing services of UBEA was evaluated in terms of the transition from the present structure to that provided in the Plan for National Unity which becomes effective on July 1, 1962.

In closing the two-day meeting, President Liles expressed the hope that the entire membership will promote most enthusiastically the basic services of UBEA—publications, testing program, conventions and conferences, and the Future Business Leaders of America.

The next meeting of the UBEA Administrative Committee will be held in Chicago, Illinois, on February 14.

UBEA Editors Announced

Approximately 350 pages are published each year in BUSINESS EDUCATION FORUM and 250 pages in THE NATIONAL BUSINESS EDUCATION QUARTERLY. These publications provide an outlet for creative writing in business education, information on up-to-date teaching procedures and materials, association activities, and a record of the growth of our profession.

Dorothy Travis, Central High School, Grand Forks, North Dakota, is the new chairman of the UBEA Publications Committee. She succeeds Edwin A. Swanson, San Jose State College, who, with Theodore Yerian, Oregon State College, remains as a member of the Committee.

New editors for the FORUM announced by Dr. Swanson are James M. Thompson, San Jose State College, San Jose, California, Shorthand Services; Harves Rahe, Southern Illinois University, Carbondale, Typewriting Feature; Vernon A. Musselman, University of Kentucky, Lexington, Bookkeeping Feature; Robert M. Kessel, University of Idaho, Moscow, Bookkeeping Services; Ruth B. Wooschlager, Northern Illinois University, DeKalb, General Services; Frank W. Lanham, University of Michigan, Ann Arbor, General Clerical Feature; James W. Crews, University of Florida, Gainesville, Basic Business Serv-

ices; Howard L. Haas, Montclair State College, Upper Montclair, New Jersey, Distributive Occupations Services; and Kenneth Zimmer, Los Angeles State College, Los Angeles, California, Office Standards Services.

Editors who are continuing for another year on the FORUM staff are Arnold Condon, University of Illinois, Urbana, Shorthand Feature; Faborn Etier, University of Texas, Austin, Typewriting Services; William Winnett, San Francisco State College, San Francisco, California, General Clerical Services; F. Kendrick Bangs, University of Colorado, Boulder, Basic Business Feature; Warren G. Meyer, University of Minnesota, Minneapolis, Distributive Occupations Feature; and Wilson Ashby, University of Alabama, University, Standards Feature.

John L. Rowe, University of North Dakota, Grand Forks, is the new editor for the Teacher Education Issue of the QUARTERLY and for the NABTE BULLETIN. Editors continuing for another year on the QUARTERLY staff are William C. Himstreet, University of Southern California, Los Angeles, Research Abstracts; Adrienne G. Frosch, Lafayette High School, Brooklyn, New York, International; and Kenneth J. Hansen, Colorado State College, Greeley, Administrators.

ERUBEA Announces Conference Plans

"Guidance, Education, and Business Working Together" is the theme selected for the Second Annual Conference sponsored by the Governing Board of the Eastern Region of UBEA. The conference will be held at the Sheraton-Atlantic Hotel in New York, New York, on November 24 and 25.

A series of seminar sessions has been planned around the following topics: guidance, administration, business preparation, economic concepts, and automation. An opening general session and a closing luncheon are among the other meetings scheduled for the two-day conference.

Louis Nanassy, Montclair State College, Upper Montclair, New Jersey, has been named general chairman for the conference. He will be assisted by a central committee composed of Edwin Bowman, New Rochelle, New York; Clarence Schwager, Greenwich, Connecticut; and Mary Ellen Oliverio, New York, New York. LeRoy Brendel, Rockville Centre, New York; Milton C. Olson, Albany, New York; and Vern Frisch, New Rochelle, New York, have been named chairmen of the seminar groups. All business teachers, guidance counselors, and school administrators are invited to register for the conference.

UBEA Meeting in Atlantic City

The NEA Convention in Atlantic City brought together more than 100 business teachers for a lengthy session on June 28. The first portion of the program consisted of a panel discussion and open forum. The second portion was the UBEA Representative Assembly, planned especially for UBEA members in the Eastern Region.

Hollis Guy, UBEA executive director, presided over the panel that presented ideas for promoting better business education at the state association level. Lucy D. Medeiros, Central Falls (Rhode Island) High School; Jeanne Skawinski, Plainville (Connecticut) High School; and Maude H. Marcum, University High School, Columbia, South Carolina; were the members of the panel. Their presentation of ideas sparked a spirited discussion on current problems in the state associations for business teachers.

In the Representative Assembly, the presidents and other representatives of the UBEA affiliated associations reported briefly on the recent accomplishments of their respective groups. Milton C. Olson of State University, College of Education at Albany, New York, the 1959-60 president of UBEA, brought the group up to date on the special projects of UBEA which are in process. Mr. Guy and DeWayne Cuthbertson of the UBEA Headquarters Staff gave progress reports

on the continuing projects of the Association. Thomas Martin of Bloomsburg (Pennsylvania) State College shared with the group his membership-getting technique which contributed to his state surpassing its membership goal for the 1960-61 school year.

The semi-annual meeting of the Governing Board of the Eastern Region of UBEA followed the close of the Representative Assembly. Clarence Schwager, Greenwich (Connecticut) High School, presided at the session. Two important items on the agenda were the November conference (see column 1) and the development and refinement of the constitution and bylaws for the Eastern Business Education Association which, if accepted by the Committee on National Unity and the UBEA Executive Board, will become effective on July 1, 1962.

International Division Elects

Elizabeth T. Van Derveer is the 1961-63 president of the United States Chapter of the International Society for Business Education. Dr. Van Derveer was elected to succeed Donald Tate, Arizona State College, Tempe, in a mail ballot of the 300-member organization. The new president is an associate professor at Montclair State College, Upper Montclair, New Jersey, and is well-known to business educators as the editor of the *Journal of Business Education*.

S. Joseph DeBrum, Head, Division of Business Education at San Francisco State College, is the new vice-president. Dorothy Myers, College of the Sequoias, Visalia, California, is the secretary. These officers and the immediate past-president of the Chapter compose the Executive Committee of the International Division of UBEA. The UBEA president and the UBEA executive director are ex officio members of the committee.

Among the services provided by the International Division of UBEA and the U. S. Chapter of ISBE are arranging for business teachers who are visiting the United States to meet and confer with members of ISBE in their travels in this country, representation at the International Economic Course and the Congress, editing the international section of THE NATIONAL BUSINESS EDUCATION QUARTERLY, and sponsoring an annual meeting. The next annual meeting will be held in Chicago, Illinois, on February 15. All members of UBEA and their guests are invited to attend the general session which is held prior to the NABTE convention.



LET'S GO UNITED . . . UBEA 10,000 CLUB

A membership of 10,000 is the immediate goal of the UBEA 10,000 Club. This Club is composed of persons who believe in the important role of UBEA in business education throughout the country and demonstrate this belief by promoting membership among their colleagues in business education. The requirement for membership in the UBEA 10,000 Club is the submission of three or more UBEA memberships, new or renewal, one of which may be your own. The persons listed below have made a good beginning in their active support of the Association by inviting their colleagues to participate in formulating and realizing a program of action not only for business education but for the total program of education. Numbers in parenthesis indicate the number of memberships submitted since June 1, 1961.

EASTERN REGION

NEW JERSEY Mary Ellen Oliverio (4)
HOWARD L. Haas (18)
NEW YORK F. W. House (7)
Hamden L. Forkner (94) Thomas B. Martin (4)

SOUTHERN REGION

ALABAMA Wilson T. Ashby (15)
ARKANSAS Katherine S. Green (6)
LOUISIANA Pat Benoit (3)
MISSISSIPPI Mabel Baldwin (3)

CENTRAL REGION

ILLINOIS Gladys Bahr (6)
HARVARD Rahe (3)
IOWA Gloria B. Alcock (4)
W. J. Masson (10)
MICHIGAN Fred S. Cook (5)
WISCONSIN Russell J. Hostler (14)

MOUNTAIN-PLAINS REGION

KANSAS Rida Duckwall (7)
Marcella Mouser (8)
Adele Thompson (4)
NEBRASKA Gordon F. Culver (10)
Dorothy Hazel (9)
OKLAHOMA Milton Bast (3)
Wilma Ernst (6)
Linnie Ruth Hall (7)
Thera Hengst (4)
Veda C. McGinty (4)

WESTERN REGION

CALIFORNIA Edward Kelly (5)
Edwin A. Swanson (8)
IDAHO Robert M. Kessel (8)
OREGON Helena T. Edwards (4)
WASHINGTON Robert F. Bender (5)
Alvin B. Danielson (3)
Norman Thompson (6)

UBEA CONVENTION CALENDAR

National Meetings

Administrators Division of UBEA, Chicago, February 15-17, 1962
National Association for Business Teacher Education, Chicago, February 15-17, 1962
UBEA Research Foundation, Chicago, February 15-17, 1962
U. S. Chapter of the International Society for Business Education (International Division of UBEA), Chicago, February 15-17, 1962

Regional Meetings

Central Region of UBEA, Milwaukee, Wisconsin, November 2-3
Southern Business Education Association, Fort Lauderdale, Florida, November 23-25
Eastern Region of UBEA, New York, New York, November 24-25
National Business Teachers Association, St. Louis, Missouri, December 27-29
Western Business Education Association, Sacramento, California, April 14-16, 1962
Mountain-Plains Business Education Association, Kansas City, Kansas, June 14-16, 1962

State and Area Meetings

California Business Education Association: CADE Section (Northern), San Pablo, October 7; Central Section, Fresno, October 21; Southern Section, Norwalk, October 14
Chicago Area Business Educators Association, October 28
Colorado Business Education Association, Denver, October 19-20
Connecticut Business Educators' Association, Cheshire, October 27
Florida Business Education Association, Orlando, October 6-7
Indiana State Teachers Association, Business Education Section: Central Division, Indianapolis, October 27; Northwest Division, East Gary, October 27; Northeast Division, Fort Wayne, October 27; North Central Division, South Bend, October 27
Maryland Business Education Association, Baltimore, October 20
Mississippi Business Education Association, Clinton, October 21
Montana Business Teachers Association, Billings, October 26-27
North Dakota Business Education Association, Minot, October 19
Oklahoma Business Education Association, Oklahoma City, October 27
South Carolina Business Education Association, Rock Hill, October 28
South Dakota Business Education Association, Huron and Rapid City, October 12-13
Tennessee Business Education Association: West Section, Memphis, October 13; Middle Section, Nashville, October 20; East Section, Knoxville, October 27
Texas Business Education Association, Houston, October 20

Central Washington Business Education Association, Yakima, October 26
Eastern Washington Business Education Association, Spokane, October 28
Western Washington Business Education Association, Seattle, October 27-28
West Texas Business Teachers Association, Canyon, October 27-28

EASTERN REGION

Pennsylvania

Members of the Western Region of the Pennsylvania Business Education Association met in Mt. Lebanon on April 22. Helen Reynolds of New York University was the keynote speaker. She addressed the group on "The Education Squeeze and Its Implications for Business Education." Other speakers, section chairmen, and panel members included James L. Hayes, Duquesne University; Anne Santner, Norwin High School, Irwin; Lucille Owens, Jeannette High School, Jeannette; Jerre Gratz, Shippensburg State College, Shippensburg; Jane Harris, Dormont High School, Dormont; D. D. Lessenberry and Robert R. Grubbs, University of Pittsburgh, Pittsburgh; Madge Stewart, Kittanning High School, Kittanning; Robert Swanson, Ball State Teachers College, Muncie, Indiana; Ollice Cease, Crafton High School; Ray Morgan, Johnstown High School; Robert Crawford, Latrobe High School; Mildred Froboeck, Mt. Lebanon High School; George Mohr, Oil City High School; Jean Steele, Warren High School; John Pineault, South-Western Publishing Company; Merlin Chute, Wilkesburg High School; and Fred Archer and Alan Lloyd, Gregg Publishing Division, McGraw-Hill Book Company, Inc.

Members of the Eastern Region of PBEA met on April 15 at Reading. Levan P. Smith, Unionville-Chadds Ford School District, Unionville, keynoted the program under the theme of "The Challenging Years Ahead for Business Education." Program participants included Joseph R. Butz, Muhlenberg Township High School; Dorothy Veon, The Pennsylvania State University; Robert Von Drach, Pottstown High School; Gilbert Kahn, East Side Technical High School, Newark, New Jersey; Richard F. Bauer, Neshaminy High School; William M. Polishook, Temple University; Richard Schwartz, Exeter Township High School; Ruhl L. Heffner, Governor Mifflin High School; Joyce Bockweg and Frederick M. Rein, American Casualty Company, Reading; William C. Kutz and Carl F. Constein,

Wilson Joint School System; Charles C. Roberts, Abington Senior High School; and the Rev. Clarence C. Rahn, United Church of Christ, Temple.

Officers of the Pennsylvania Business Education Association are John M. Aichele, Milton Hershey High School, Hershey, president; Louise K. Westrick, Senior High School, Johnstown, first vice-president; Charles C. Roberts, Abington High School, Abington, second vice-president; Edith Fairlamb, Senior High School, Reading, secretary; and Charles H. Duncan, State College, Indiana, treasurer.

(Thomas Martin, Bloomsburg State College, Bloomsburg, is UBEA membership chairman for Pennsylvania.)

CENTRAL REGION

NBTA

"Education for Business—Serving an Expanding Economy," is the theme of the 1961 convention of the National Business Teachers Association to be held at the Sheraton-Jefferson Hotel in St. Louis on December 27-29. Paul Pair, Chicago, president of the association, has called a meeting of the executive board (FORUM—Apr. '61, p. 40) on October 6-7, in St. Louis. Plans for the 64th convention will be completed at the meeting. Mary Witherow, second vice-president of the association, is the St. Louis convention chairman for local arrangements. Members of the local committee will meet with the executive board.

Michigan

New officers of the Michigan Business Education Association elected at the spring meeting in Saginaw are Pauline Dunsmore, Muskegon Senior High School, Muskegon, president; Ima Chambers, Central Michigan College, Mt. Pleasant, first vice-president; and E. L. Marietta, Michigan State University, East Lansing, board member. Continuing officers are Dale Keyser, Midland, second vice-president; Mary Anderson, Three Rivers, secretary; Floyd Feusse, Saginaw, treasurer; and Homer Long, Detroit, and Helen Walter, Lansing, board members. The next convention of the association is scheduled for April 6-7, 1962, at the Jack-Tar Hotel in Lansing.

(E. L. Marietta, Michigan State University, East Lansing, is UBEA membership chairman for Michigan.)

Chicago Area

Arlene Rittenhouse, Morton West High School, Berwyn, has been elected president



IN KANSAS . . . New officers of the Kansas Business Teachers Association (see story below) include (seated) Ava Ruth Humphrey, Lois Maple, Helen Trotter, immediate past-president, and (standing) Donald Crawford, Gilbert Boone, and Fred S. Jarvis.

of the Chicago Area Business Educators Association. Other officers of the association are William Mithell, Prospect High School, Mount Prospect, vice-president; Marietta Parr, Oak Park-River Forest High School, Oak Park, secretary; and Clifton DeBates, North Chicago High School, North Chicago, treasurer. Robert E. Slaughter, McGraw-Hill Book Company, Inc., New York, New York, spoke to the group at the September meeting of the association. Other outstanding leaders in business and business education have been invited to speak at the monthly meetings which are combined with a brunch or luncheon at Marshall Field and Company.

MOUNTAIN-PLAINS REGION

North Dakota

The fall meeting of the North Dakota Business Education Association is to be held at Minot State Teachers College, Minot, on October 19. Rentze Nicolay, Garrison High School, Garrison, chairman of the association, will preside at the opening business session. Bruce I. Blackstone, Specialist, Office Occupations Education, U. S. Office of Education, will speak to the group on "Economic Understandings in Business Education." Concurrent sessions will be held to include "First Year and Beginning Teachers in Business Education," "Trends in Typewriting and Shorthand," and "Secretarial and Clerical Bridges the Gap." Speakers for these sessions include Hal Snyder, Minot State Teachers College; John L. Rowe, University of North Dakota, Grand Forks; and Norris Jensen, Minot High School, Minot. (John F. Keller, Valley City High School, Valley City, is UBEA membership chairman for North Dakota.)

Kansas

Gilbert Boone, Shawnee-Mission North High School, Shawnee Mission, was elected president of the Kansas Business Teachers Association at the spring meeting April 7-8, in Salina. Other new officers are

Donald L. Crawford, Kansas State College of Pittsburg, vice-president; Lois Maple, Kingman High School, Kingman, secretary-treasurer; Fred S. Jarvis, Abilene High School, Abilene, executive secretary; and directors—Evelyn G. Wilson, Eudora High School, Eudora (Northeast); Lenell Slaten, Kansas State College of Pittsburg (Southeast); Ava Ruth Humphrey, Liberal High School, Liberal (Southwest); and Archie Thomas, Fort Hays State College, Hays (Northwest). Enos C. Perry, Chicago Public Schools, spoke at the luncheon session on "Business Education—A Look into the Future." Victoria Daily, Buhler High School, Buhler, was chairman of a panel which discussed "Cooperative Planning of a Business Program." Discussion groups and their chairmen included "Professional Helps for Young Teachers," Lenell Slaten; "Business Education Through Experience Training Programs," James A. Bikkie, Kansas State Teachers College, Emporia; and "Learning to Teach Business Education for Tomorrow," Fred S. Jarvis.

(Donald E. Wilson, Shawnee-Mission East High School, Prairie Village, is UBEA membership chairman for Kansas.)

Colorado

Vernon Whiting, president of the Colorado Business Education Association, has announced that the next meeting of the association will be held at the Hilton Hotel in Denver on October 19-20. In addition to Mr. Whiting, who teaches at Golden Senior High School in Golden, the officers are Roland Wick, Adams State College, Alamosa, vice-president; and Louise C. Bergner, Arvada Senior High School, Arvada, secretary-treasurer.

(Ruth T. Mitchell, University of Denver, Denver, is UBEA membership chairman for Colorado.)

Texas

Robert W. Sparks, Lamar Junior High School, Austin, president of the Texas Business Education Association, has an-

nounced plans for the October 20 meeting of the association. John A. Pendery, South-Western Publishing Company and Eugene Hughes, University of Houston, will speak to the group on "Professional Preparation in the Years Ahead" and "Tomorrow's Business Education Curriculum." Loyce Adams, Sam Houston State Teachers College, Huntsville, is program chairman for the meeting. R. L. Higginbotham, Houston Public Schools, is the chairman for local arrangements. The meeting will be held at the Shamrock Hilton Hotel beginning at noon.

(Roland Johnson, North Texas State University, Denton, is UBEA membership chairman for Texas.)

WESTERN REGION

Idaho

Business teachers in Idaho met April 14-15 in Sun Valley for the annual convention of the Idaho Business Education Association. Guest speakers at the convention were Fred Winger and Theodore Yerian, Oregon State College, Corvallis; and Edith T. Smith, Lewis and Clark College, Portland, Oregon, president of the Western Business Education Association. New officers elected for the 1961-62 association year are Barbara Dargatz, Borah High School, Boise, president; Robert Kessel, University of Idaho, Moscow, vice-president; Beulah Young, Borah High School, Boise, secretary; and Vern Thomas, Shoshone High School, Shoshone, treasurer. The first Idaho state convention of the Future Business Leaders of America was held concurrently with the IBEA session. Chapter sponsors and 105 FBLEAs were in attendance. The Idaho FBLEA State Charter was granted at the annual FBLEA National Convention in Washington, D. C., on June 11. Phyllis Hartley, Northwest Nazarene College, Nampa, is chairman of the FBLEA State Committee. District meetings are held during the fall at the time of the Idaho Education Association district conventions. Presidents of the IBEA Districts are Stewart Ailor, Post Falls High School, Post Falls (No. 1); Elsie Deobald, Kendrick High School, Kendrick (No. 2); Nell Iddings, Borah High School, Boise (No. 3); Inez Wilcomb, Jerome High School, Jerome (No. 4); and David Treasure, Marsh Valley High School, Marsh Valley (No. 5).

(Laura Bombino, Coeur d'Alene, is UBEA membership chairman for Idaho.)

Montana

The Montana Business Teachers Association has scheduled its annual convention on October 26-27, in Wesley Hall, Billings. Speakers for the Thursday afternoon session will be John L. Rowe, University of North Dakota, Grand Forks; and Ramon P. Heimerl, Colorado State College, Greeley. Their topics will be on shorthand and consumer education, respectively. A dinner and business session will complete Thursday's schedule. Friday morning a breakfast will be held at the Northern Hotel and another general meeting at Wesley Hall. Dr. Heimerl will present a talk on improvement of instruction in the basic business subjects. Shirley Stahl, educational representative, International Business Machines Corporation, Seattle, Washington, will present a proficiency program on the IBM electric typewriter. Dr. Rowe will close the meeting with a presentation of new methods in number writing and application skill in typewriting classes.

(John O. Jones, Fort Benton High School, Fort Benton, is UBEA membership chairman for Montana.)

SOUTHERN REGION**Georgia**

Members of the Georgia Business Education Association attending the March 24 meeting of the association in Atlanta elected Joseph F. Specht, Georgia State College for Women, Milledgeville, president of the group. Other new officers are Milton Chambers, Berry College, Rome, vice-president; Juanita Bridges, Dalton High School, Dalton, secretary; and James Kantner, Gordon Military College, Barnesville, treasurer. Editor of the *Armchair Bulletin*, official publication of the association, is Lloyd Toumey, Georgia Southern College, Statesboro.

(Edith C. Mulkey, Decatur High School, Decatur, is UBEA membership chairman for Georgia.)

Kentucky

Officers of the Kentucky Business Education Association elected at the annual spring luncheon meeting April 6, in Louisville, are Ethel Plock, Ahrens Trade High School, Louisville, president; Margaret Moberly, Eastern State College, Richmond, vice-president; Mary Elizabeth

Moore, Franklin County High School, Frankfort, secretary; and Dellazine Spillman, Oldham County High School, LaGrange, treasurer. Members of the Board include Cleo Click, Knox Central High School, Barbourville; Melvin Sebre, Holmes High School, Covington; Louise Allen, Crittenden County High School, Marion; and Rena Milliken, Union College, Barbourville.

(Ethel M. Plock, Ahrens Trade High School, Louisville, is UBEA membership chairman for Kentucky.)

Florida

The Florida Business Education Association cooperates each year in the conference for business teachers administered by the Division of Vocational and Adult Education, Florida State Department of Education. The 1961 conference is scheduled for October 6-7, at the Cherry Plaza Hotel in Orlando. "Accent on the Positive" has been selected for the conference theme. Mary Ellen Oliverio, Teachers College, Columbia University, New York, will be the guest consultant.

(Florence Beever, Andrew Jackson High School, Jacksonville, is UBEA membership chairman for Florida.)

1961 REVISIONS OF LEADING TEXTBOOKS

- **GENERAL BUSINESS**

8th Edition—By Crabbe, Enterline, and DeBrum

Recognition is given in the Eighth Edition to basic economic understandings in addition to presenting the function and services of business and how they can be used effectively by all citizens.

- **CONSUMER ECONOMIC PROBLEMS**

6th Edition—By Wilson and Eyster

The purpose of this book is to prepare the student to operate intelligently and efficiently as a member of society and to understand free enterprise and the interrelationships of the individual with business and government.

- **BUSINESS PRINCIPLES AND MANAGEMENT**

4th Edition—By Shilt and Wilson

The functions, the economic services, the organization, and the operation of American business is emphasized in a rich, practical, factual presentation in this book.

- **WORLD GEOGRAPHY**

6th Edition—By Pounds and Cooper

The world-minded youth of today will be captivated by the lucid, conversation-like descriptions in this book that provide a basis for understanding the "why" of man's economic activities in the various regions of the world.

- **CLERICAL OFFICE PRACTICE**

3rd Edition—By Agnew and Meehan

Here is an effective book that will help to open the door to better opportunities in office occupations for all students. It covers all office duties and procedures except those dealing with dictation and transcription.

SOUTH-WESTERN PUBLISHING CO.

(Specialists in Business and Economic Education)

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October 1961

Number 1

Thirty-ninth Annual Convention . . .

SOUTHERN BUSINESS EDUCATION ASSOCIATION

Convention Theme: "Business Education United"

The Galt Ocean Mile Hotel, Fort Lauderdale, Florida

November 23-25, 1961



An Invitation . . .

Follow the birds south to the Southern Business Education Association's Thirty-ninth Annual Convention at the Galt Ocean Mile Hotel, Fort Lauderdale, Florida, on November 23-25. The convention, as always, will be an outstanding one in fellowship, hospitality, and professional growth. The local committees, under the able direction of Ellen Butler, have promised to make this a convention to live in your memory. Write today for reservations. We have a wonderful meeting place at very reasonable prices.—REED DAVIS, *SBEA President*

Don't miss the Fellowship Dinner and Moonlight Cruise— a four-hour trip through the inland waterways and Everglades area. Dinner will be served on a nearby island and there will be entertainment aboard the boat. The full evening of fellowship will include good food, dancing, fun, and a beautiful boat ride through the waterways of the Venice of America, Fort Lauderdale, Florida. *Please send reservations before November 1 to Ellen Butler, Stranahan High School, Fort Lauderdale, Florida. The complete cost for dinner, cruise, and entertainment is \$5.*

CONVENTION PROGRAM

THURSDAY, NOVEMBER 23, 1961

UBEA-SBEA OPENING ASSEMBLY (9:15—10:45 a.m.)

Presiding: PARKER LILES, President of UBEA, Georgia State College of Business Administration, Atlanta
Discussion Groups and Business Sessions
Reports of Regional and State Activities
UBEA Special Reports

RECREATION AND FELLOWSHIP (11:00 a.m.—5:00 p.m.)

OPEN HOUSE (4:00—5:30 p.m.)

South-Western Publishing Company

FELLOWSHIP DINNER AND MOONLIGHT CRUISE (6:00—10:30 p.m.)

FRIDAY, NOVEMBER 24, 1961

UBEA-SBEA-STATE BREAKFAST (7:45—9:00 a.m.)

Presiding: VERNON MUSSELMAN, University of Kentucky, Lexington

TOPIC: *How FBLA Contributes to the Success of the Department of Business Education and to the FBLA Member*

FIRST GENERAL SESSION (9:15—10:30 a.m.)

Presiding: REED DAVIS, President of SBEA, West Virginia Institute of Technology, Montgomery

TOPIC: *Is Business Education a Necessity?*

Panel Moderator: Harry Huffman, Virginia Polytechnic Institute, Blacksburg

Panel Members:

BRUCE I. BLACKSTONE, Specialist, Office Education, Department of Health, Education, and Welfare, Washington, D. C.

HAMDEN L. FORKNER, Professor Emeritus, Teachers College, Columbia University, New York, New York

J. LEROY THOMPSON, Educational Director, *The Wall Street Journal*, New York, New York
 CARROL E. WAGGONER, Supervisor of Business Education, Dade County Public Schools, Miami, Florida
 ARTHUR L. WALKER, State Supervisor, Business Education Service, Virginia State Board of Education, Richmond

DIVISIONAL MEETINGS

SECONDARY SCHOOLS (10:45 a.m.—12:15 p.m.)

Executive Board Liaison Officer: SARA K. ZEAGLER, Blythewood High School, Blythewood, South Carolina
Chairman: SARAH DEAN WEST, Sylvan Hills High School, Atlanta Georgia
Vice-Chairman: ETHEL PLOCK, Ahrens Trade High School, Louisville, Kentucky
Secretary: MARIE ANN OESTERLING, Hewitt-Trussville High School, Trussville, Alabama
TOPIC: Promoting a Balanced Business Education Program in the Secondary School
Speakers:
 ORA MURRELL, Sylvan Hills High School, Atlanta, Georgia
 RAYMOND L. JONES, East Carolina College, Greenville, North Carolina

PRIVATE BUSINESS SCHOOLS (10:45 a.m.—12:15 p.m.)

Executive Board Liaison Officer: EVELYN H. WITHERS, Ashley High School, Gastonia, North Carolina
Chairman: S. J. DRAKE, Broward Business College, Fort Lauderdale, Florida
TOPIC: Business Education and Manpower Needs in the 1960's—and Beyond
Speaker: ROBERT E. SLAUGHTER, Senior Vice-President, McGraw-Hill Book Company, New York, New York

JUNIOR COLLEGES (10:45 a.m.—12:15 p.m.)

Executive Board Liaison Officer: EDITH C. MULKEY, Decatur High School, Decatur, Georgia
Chairman: MARY E. MCCAIN, Averett College, Danville, Virginia
Vice-Chairman: ROSCOE D. PERRITT, Middle Georgia College, Cochran
Secretary: M. ELAINE GRAVES, Perkinson Junior College, Perkinson, Mississippi
TOPIC: Business Education in Florida's Community Junior Colleges
Speaker: JAMES L. WATTENBARGER, Florida State Department of Education, Tallahassee

COLLEGES AND UNIVERSITIES (10:45 a.m.—12:15 p.m.)

Executive Board Liaison Officer: MARIE LOUISE HEBERT, Breaux Bridge High School, Breaux Bridge, Louisiana
Chairman: J. KENNETH ROACH, Richmond Professional Institute, Richmond, Virginia
Vice-Chairman: SARA ANDERSON, Madison College, Harrisonburg, Virginia
Secretary: WILLIAM H. DURHAM, East Carolina College, Greenville, North Carolina
TOPIC: Current Problems in Higher Education
Panel Moderator: J. CURTIS HALL, Auburn University, Auburn, Alabama
Panel Members:
 WILSON ASHBY, University of Alabama, University
 J. FRANK DAME, Jones Business Colleges, Jacksonville, Florida
 R. NORVAL GARRETT, Southeastern Louisiana College, Hammond
 PARKER LILES, Georgia State College of Business Administration, Atlanta
 VANCE T. LITTLEJOHN, Woman's College, University of North Carolina, Greensboro
 MARTIN STEGENGA, Mississippi Southern College, Hattiesburg

LUNCHEON—DELTA PI EPSILON (12:30—2:15 p.m.)

Host Chapter: Xi Chapter, University of Florida, Gainesville

SECTIONAL MEETINGS

BASIC BUSINESS (2:30—3:45 p.m.)

Executive Board Liaison Officer: KATHERINE S. GREEN, Arkansas State College, State College
Vice-Chairman: SUE WADDELL, University of Alabama, University
Secretary: JEAN MCARVER, Ashley High School, Gastonia, North Carolina
TOPIC: Teaching Economic Concepts Through General Business
Speakers:
 ELVIN S. EYSTER, Indiana University, Bloomington
 VERNON A. MUSSELMAN, University of Kentucky, Lexington

ADMINISTRATION AND SUPERVISION (2:30—3:45 p.m.)

Executive Board Liaison Officer: MABEL BALDWIN, Mississippi Southern College, Hattiesburg
Vice-Chairman: LYTLE C. FLOWER, University of Mississippi, University
Secretary: BERNICE L. LOVAN, Titusville High School, Titusville, Florida
TOPIC: The Implications of Unity

Panel Members:

EVERETT L. GROOVER, Supervisor of Business, Distributive, and Cooperative Education, Duval County, Jacksonville, Florida
 RUTH BRUNER, Northwestern State College of Louisiana, Natchitoches
 FLOYD GUILLOT, Treasurer, Industrial Finance and Thrift Corporation, New Orleans, Louisiana

CLERICAL PRACTICE (2:30—3:45 p.m.)

Executive Board Liaison Officer: ETHEL M. PLOCK, Ahrens Trade High School, Louisville, Kentucky
Chairman: LEON ELLIS, Hillsborough High School, Tampa, Florida
Vice-Chairman: ELLEN MOORE, Florence State College, Florence, Alabama
Secretary: DORIS B. REID, Jordan Vocational High School, Columbus, Georgia
TOPIC: The Challenge in Clerical Practice
Speaker: G. H. PARKER, University of Tennessee, Knoxville
Panel Members:
 WILMA BIDWELL, Edgewater High School, Orlando, Florida
 GLADYS GARRISON, Lakeland High School, Lakeland, Florida
 BONNIE NICHOLSON, Bessemer High School, Bessemer, Alabama

BOOKKEEPING AND ACCOUNTING (4:00—5:15 p.m.)

Executive Board Liaison Officer: MARIE ANN OESTERLING, Hewitt-Trussville High School, Trussville, Alabama
Chairman: HARRY SWAIN, Atlantic Christian College, Wilson, North Carolina
Vice-Chairman: EUGENE F. EGNEW, Eastern Kentucky State College, Richmond
Secretary: MARGUERITE SHERRILL, Franklin County High School, Winchester, Tennessee
TOPIC: Better Use of Instructional Materials
Panel Moderator: R. D. COOPER, South-Western Publishing Company, Cincinnati, Ohio

Panel Members:

JEAN K. WOOD, Greensboro Senior High School, Greensboro, North Carolina
 FRANK McLAUGHLIN, Palm Beach High School, West Palm Beach, Florida
 DOROTHY K. BOAKES, South Broward High School, Hollywood, Florida
 NANCY E. NELSON, Chester High School, Chester, South Carolina

SECRETARIAL (4:00—5:15 p.m.)

Executive Board Liaison Officer: FLORENCE BEEVER, Andrew Jackson High School, Jacksonville, Florida

Chairman: IRVIN H. COLE, Florida State University School: Florida High School, Tallahassee

Vice-Chairman: MARJORIE KELCHNER, Winthrop College, Rock Hill, South Carolina

Secretary: MARIE LOUISE HEBERT, Breaux Bridge High School, Breaux Bridge, Louisiana

TOPIC: Unification in the Typewriting Program

Speaker: ALAN C. LLOYD, Gregg Publishing Division, McGraw-Hill Book Company, New York, New York

CONVENTION BANQUET (7:00—9:00 p.m.)

Presiding: REED DAVIS, President of SBEA, West Virginia Institute of Technology, Montgomery

Toastmaster: THEODORE WOODWARD, George Peabody College for Teachers, Nashville, Tennessee

Invocation: VERNON ANDERSON, Murray State College, Murray, Kentucky

ADDRESS: Opportunities Unlimited

Speaker: CALVIN D. JOHNSON, Executive Assistant to the Vice-President, Sperry Rand, Inc., New York, New York

CONVENTION BALL AND OPEN HOUSE (10:00 p.m.)

SATURDAY, NOVEMBER 25, 1961

SPECIAL BREAKFASTS (8:00—9:00 a.m.)

George Peabody College for Teachers, University of Mississippi, and University of Tennessee

SECOND GENERAL SESSION (9:15—11:15 a.m.)

Presiding: JAMES W. CREWS, First Vice-President of SBEA, University of Florida, Gainesville

Introduction of Panel: EVELYN S. GULLEDGE, Second Vice-President of SBEA, Banks High School, Birmingham, Alabama

TOPIC: The Interrelationship of Business Education to Business and the Arts

Panel Moderator: D. D. LESSENBERRY, University of Pittsburgh, Pittsburgh, Pennsylvania

Panel Participants:

COLEEN SKINNER, Miami Norland Junior-Senior High School, Miami, Florida

J. CURTIS HALL, Auburn University, Auburn, Alabama

EUGENE YOUNGERT, Senior Associate of James B. Conant

LOUIS W. MENK, St. Louis-San Francisco Railway, St. Louis, Missouri

Annual Business Meeting



SBEA OFFICERS . . . Association officers for 1961 are (from left to right) William Warren, Evelyn Gulledge, James H. Wykle, Reed Davis, Hulda Erath, Jeffrey Stewart, Elizabeth O'Dell, and James W. Crews. (See complete listing of office and address below.)

SBEA EXECUTIVE BOARD

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Secretary	ELIZABETH O'DELL, Columbia, S. C.
Treasurer	JAMES H. WYKLE, Columbus, Miss.
Editor	WILLIAM P. WARREN, Enka, N. C.
UBEA-SBEA Membership Chairman	JEFFREY STEWART, Blacksburg, Va.
Past-President	HULDA ERATH, Lafayette, La.
UBEA Executive Director (ex officio)	HOLLIS GUY, Washington, D. C.

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Alabama	MARIE ANN OESTERLING, Trussville
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South Carolina	SARA K. ZEAGLER, Blythewood
Tennessee	EUGENIA MOSELEY, Nashville
Virginia	MARGUERITE CRUMLEY, Richmond
West Virginia	JUANITA B. PARKER, Buckhannon

UBEA Representatives for Southern Region

Z. S. DICKERSON (1959-62)	Harrisonburg, Va.
HARRY HUFFMAN (1960-63)	Blacksburg, Va.
WILSON ASHBY (1961-64)	University, Ala.

CONVENTION ARRANGEMENTS

Local Chairman	ELLEN BUTLER, Stranahan High School
Assistant General Chairman	GRACE MORGAN, Stranahan High School
Hospitality and Tours	DOROTHY BOAKES, South Broward High School
Prizes and Favors	JEAN SPARLING, Pompano Beach High School
Exhibits	M. J. ELLIS, McArthur High School
Fellowship Banquet	MAXINE SCHENKS, South Broward High School
Publicity	DON LAROWE, Junior College of Broward County
Luncheon and Breakfasts	MIRIAM LENNINGTON and PAULINE SPANO, Stranahan High School
Information	DOROTHY FOSTER, Stranahan High School
Registration	EDNA DUNAWAY, Stranahan High School
Banquet and Dance	NELL WILKINS, Fort Lauderdale High School
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(Continued from page 29)

grade is simply converted to its corresponding letter grade. Thus, if a student's average is one-half or more, it becomes the next number; if it does not quite reach one-half, it remains the lower number. For example, an average of 5.45 would be a B—; an average of 5.56 would be a C+. If the formula is used, the teacher will know that, as far as can be done, his grades are fair to the students, to the school, and to himself—not a bad goal to achieve! ##

New for You . . .

(Continued from page 24)

General Business, Eighth Edition

By Ernest H. Crabbe, Herman G. Enterline, and S. Joseph DeBrum. Cincinnati: South-Western Publishing Co. 1961. 606 p. \$4.36.

How To Organize and Operate a Small Business, Third Edition

By Pearce C. Kelley and Kenneth Lawyer. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1961. 618 p. \$7.95.

Introduction to Business

By Theodore J. Sielaff and John W. Aberle. San Francisco: Wadsworth Publishing Company, Inc. 1961. 580 p. \$6.95.

Introduction to Business, Revised Edition

By Michael F. Fucius and George R. Terry. Homewood, Ill.: Richard D. Irwin, Inc. 1961. 712 p. \$10.

Joint International Business Ventures

By Wolfgang G. Friedmann and George Kalmanoff. New York: Columbia University Press. 1961. 558 p. \$15.

Legal Aspects of Business Administration, Second Edition

By Dow Votaw. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1961. 855 p. \$9.

Management: Analysis, Concepts & Cases

By W. Warren Haynes and Joseph L. Massie. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1961. 526 p. \$7.95.

New Horizons for the Teaching Profession

Edited by Margaret Lindsey. Washington, D. C.: National Commission on Teacher Education and Professional Standards (NEA). 1961. 243 p. \$2 paper cover; \$3 cloth cover.

1961-62 Annotated Bibliography of Materials in Economic Education

By Joint Council on Economic Education. New York: the Council. 1961. 68 p. 75¢.

Principles of Business Education, Third Edition

By Herbert A. Tonne. New York: Gregg Publishing Division, McGraw-Hill Book Company, Inc. 1961. 538 p. \$6.50.

(The) Process of Management

By William H. Newman and Charles E. Summer, Jr. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1961. 675 p. \$7.95.

Psychology and Education

By Hirsch Lazaar Silverman. New York: Philosophical Library, Inc. 1961. 169 p. \$3.75.

Regulation and Competition in Air Transportation

By Samuel B. Richmond. New York: Columbia University Press. 1961. 309 p. \$7.50.

Report Writing for Business

By Raymond V. Lesikar. Homewood, Ill.: Richard D. Irwin, Inc. 1961. 337 p. \$9.25.

2nd Conference Proceedings, The Computing and Data Processing Society of Canada

By the Society. Toronto, Canada: University of Toronto Press. 1960. 365 p. \$5.

Sources of Information and Unusual Services, Sixth Edition

Edited by Raphael Alexander. New York: Informational Directory Company. 1961. 84 p. \$2.95.

(A) Study in School Communications

By the Duplicating Products Division of Minnesota Mining and Manufacturing Company. Dept. L1-286, Minnesota Mining and Manufacturing Co., 900 Bush Avenue, St. Paul 6, Minnesota. 1961. 27 p. Free.

FBLA forum

For Sponsors and Advisors
of FBLA Chapters

FBLAers in First Place

FBLA members and sponsors from Oregon to Puerto Rico and from Texas to Michigan met in Washington, D. C., June 11-13, 1961, for the annual convention of the Future Business Leaders of America. President Frances Clanton, Baton Rouge High School, Baton Rouge, Louisiana, and College Division President Rose Ann Sadler, State College of Iowa, Cedar Falls, presided at the general sessions and business meetings. Professor Emeritus Hamden L. Forkner, Teachers College, Columbia University, New York, New York; William Ruder, United States Department of Commerce, Washington, D. C.; and The Honorable Julia Butler Hansen, Congresswoman from the State of Washington, House of Representatives, Washington, D. C., were the adult speakers featured at the convention.

Other activities included spirited discussion groups, sight-seeing tours of the Nation's Capital, business sessions, and competition in 16 major events. Awards of merit were presented to the national winners of the events at the annual Awards Banquet. The banquet is always a highlight of the FBLA convention.

New officers elected for the 1961-62 FBLA year following lively campaigns throughout the convention are Evelyn Lake, Collingdale (Pennsylvania) High School, president; Joe B. Steinert, Southwest Missouri State College, Springfield, first vice-president (College Division president); George Bennett, Cambridge (Maryland) High School, Eastern Region vice-president; Dan Harelson, Reidland High School, Paducah, Kentucky, Southern Region vice-president; Carol LaRue, Elida (Ohio) High School, Central Region vice-president; Eunice Rogers, Lebo (Kansas) High School, Mountain-Plains Region vice-president; Mary Harrison, Stayton (Oregon) Union High School, Western Region vice-president; Sharon Boltz, Lake High School, Millbury, Ohio, secretary; and Mary Lou Pierson, Natchitoches (Louisiana) High School, treasurer.

College Division officers in addition to President Joe B. Steinert are Neil Roach, Kansas State Teachers College, Emporia, vice-president; and Sally Street, Florida State University, Tallahassee, secretary.

AWARDS OF MERIT

The first-place winners in the major convention events are: Event 1—Annual Activities Report (Forkner Award): Eagle Grove (Iowa) Community High School. Event 2—Most Original Project: High School—Columbus (Wisconsin) High School; College—Louisburg (North Carolina) College. Event 3—Largest Chapter Membership in Region: Eastern—Central High School, Santure, Puerto Rico; Southern—Baton Rouge (Louisiana) High School; Central—Proviso Township High School, Maywood, Illinois; Mountain-Plains—Grand Prairie (Texas) Senior High School; Western—La Puente (California) High School. Event 4a—Local Chapter in Region Instal-

ling Largest Number of New Chapters During Current School Year: Eastern—Republica de Colombia High School, Rio Piedras, Puerto Rico; Southern—Jacksonville (Alabama) State College; Central—Washington High School, Cedar Rapids, Iowa; Mountain-Plains—Lee High School, San Antonio, Texas; Western—tie between Bend (Oregon) Senior High School, and Shoreline High School, Seattle, Washington. Event 4b—State Chapter Organizing Largest Number of New Chapters During Current School Year: California.

Event 5a—Largest Local Chapter Attendance at the Convention: Lebo (Kansas) High School. Event 5b—Largest State Chapter Attendance at the Convention: Louisiana. Event 6a—Best Local Chapter Exhibit: Eagle Grove (Iowa) Community High School. Event 6b—Best State Chapter Exhibit: Kansas. Event 7—Best Annual State Chapter Report in Region: Eastern—Puerto Rico; Southern—Louisiana; Central—Missouri; Mountain-Plains—Texas; Western—Oregon. Event 8—National Parliamentary Procedure Contest: Iowa State Chapter.

Event 9—Mr. Future Business Leader of 1961: David Ingram, Eagle Grove (Iowa) Community High School. Event 10—Miss Future Business Leader of 1961: Veda Prichard, Stayton (Oregon) Union High School. Event 11—Mr. Future Business Executive of 1961: Rodney Dixon, State College of Iowa, Cedar Falls. Event 12—Miss Future Business Executive of 1961: Katie Mae Bolt, Longwood College, Farmville, Virginia. Event 13—National Spelling Relay: Louisiana State Chapter. Event 14—National Vocabulary Relay: Iowa State Chapter. Event 15a—National Public Speaking Contest: Rosemary Meade, Fairborn (Ohio) High School. Event 15b—Extemporaneous Speaking Contest: Galen Olsen, Northwest Nazarene College, Nampa, Idaho.

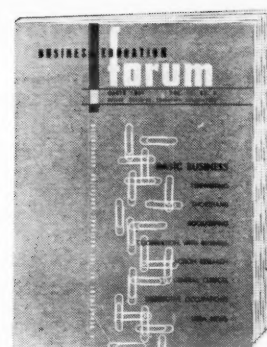
Event 16 (Gold-Seal Chapter) award winners are selected on the basis of (a) chapter projects that carry out the purposes of FBLA, (b) presentation of annual reports, (c) businesslike reports and correspondence in dealing with both the FBLA State Chapter and the FBLA National Organization, (d) participation in FBLA conventions, and (e) recommendations of the chairman of the FBLA State Committee. The following chapters qualified for a Gold-Seal Certificate during the past school year:

School and Chapter Number	City and State
Murphy High School (1789)	Mobile, Ala.
Anchorage Senior High School (2194)	Anchorage, Alaska
Carl Hayden High School (1765)	Phoenix, Ariz.
Bay High School (2030)	Bay, Ark.
College of the Ozarks (1611)	Clarksville, Ark.
Mountain Home High School (1259)	Mountain Home, Ark.
Greene County Technical High School (598)	Paragould, Ark.
Anaheim Union High School (140)	Anaheim, Calif.
Adolfo Camarillo High School (1640)	Camarillo, Calif.
Chino Unified High School (439)	Chino, Calif.

School and Chapter Number	City and State	School and Chapter Number	City and State
Montebello Senior High School (805)	Montebello, Calif.	Mountain Grove High School (103)	Mountain Grove, Mo.
Cerritos College (2232)	Norwalk, Calif.	Rich Hill High School (1246)	Rich Hill, Mo.
Pleasant Hill High School (1225)	Pleasant Hill, Calif.	Parkview High School (1948)	Springfield, Mo.
American River Junior College (1805)	Sacramento, Calif.	Burlington Senior High School (498)	Burlington, N. J.
Tranquillity Union High School (844)	Tranquillity, Calif.	Ridgewood High School (214)	Ridgewood, N. J.
Wheat Ridge High School (1583)	Wheat Ridge, Colo.	Woodbridge High School (1423)	Woodbridge, N. J.
Bristol Central High School (1889)	Bristol, Conn.	Belen Consolidated Schools (2175)	Belen, N. M.
St. Anthony High School (1592)	Bristol, Conn.	Glen Cove High School (2267)	Glen Cove, N. Y.
Southington High School (1909)	Southington, Conn.	Pamlico County High School (1139)	Bayboro, N. C.
Spingarn High School (1999)	Washington, D. C.	East Carolina College (861)	Greenville, N. C.
Ft. Lauderdale High School (2342)	Ft. Lauderdale, Fla.	Havelock High School (1638)	Havelock, N. C.
Miami Jackson High School (263)	Miami, Fla.	Henderson High School (1637)	Henderson, N. C.
Titusville High School (1814)	Titusville, Fla.	Louisburg College (1236)	Louisburg, N. C.
West Georgia College (255)	Carrollton, Ga.	New Hanover High School (1293)	Wilmington, N. C.
Cedartown High School (708)	Cedartown, Ga.	Fike High School (1528)	Wilson, N. C.
Jordan Vocational High School (626)	Columbus, Ga.	Elida High School (948)	Elida, Ohio
Crisp County High School (1368)	Cordele, Ga.	Hicksville Exempted High School (1406)	Hicksville, Ohio
North Whitfield High School (1341)	Dalton, Ga.	Fairmont High School (1764)	Kettering, Ohio
Southwest DeKalb High School (2058)	Decatur, Ga.	Mentor Senior High School (64)	Mentor, Ohio
Heard County High School (440)	Franklin, Ga.	Libbey High School (198)	Toledo, Ohio
Lanier Senior High School for Boys (218)	Macon, Ga.	Holdenville High School (1687)	Holdenville, Okla.
Georgia Southern College (178)	Statesboro, Ga.	Jenks High School (504)	Jenks, Okla.
Nampa Senior High School (1408)	Nampa, Idaho	Southwestern State College (1057)	Weatherford, Okla.
Northwest Nazarene College (1447)	Nampa, Idaho	Albany High School (100)	Albany, Oreg.
Lockport Township High School (2197)	Lockport, Ill.	Bend Senior High School (1444)	Bend, Oreg.
Marion High School (737)	Marion, Ill.	Burns Union High School (1803)	Burns, Oreg.
Marshall Community High School (1519)	Marshall, Ill.	Oregon City Senior High School (1644)	Oregon City, Oreg.
McHenry Community High School (1371)	McHenry, Ill.	Reedsport Union High School (822)	Reedsport, Oreg.
Naperville High School (239)	Naperville, Ill.	Stayton Union High School (1062)	Stayton, Oreg.
Southport High School (77)	Indianapolis, Ind.	Altoona Senior High School (650)	Altoona, Pa.
New Albany High School (237)	New Albany, Ind.	California Community High School (846)	California, Pa.
Walter P. Chrysler Memorial HS (131)	New Castle, Ind.	Collingdale High School (982)	Collingdale, Pa.
Honey Creek High School (2054)	Terre Haute, Ind.	Norwin High School (1152)	Irwin, Pa.
State College of Iowa (4)	Cedar Falls, Iowa	Middleburg Joint High School (726)	Middleburg, Pa.
Washington High School (1673)	Cedar Rapids, Iowa	Reading Senior High School (1428)	Reading, Pa.
Clarion High School (24)	Clarion, Iowa	Hostos High School (1884)	Mayaguez, P. R.
Eagle Grove Community High School (1058)	Eagle Grove, Iowa	Rafael Rocca High School (1815)	Naguabo, P. R.
Kansas State Teachers College (817)	Emporia, Kans.	Albert Einstein High School (1897)	Santurce, P. R.
Lebo High School (1857)	Lebo, Kans.	Bishop England High School (2253)	Charleston, S. C.
Shawnee-Mission North High School (272)	Merriam, Kans.	Eau Claire High School (351)	Columbia, S. C.
Oldham County High School (1227)	La Grange, Ky.	Greenville Senior High School (104)	Greenville, S. C.
Ahrens Trade High School (143)	Louisville, Ky.	Parker High School (590)	Greenville, S. C.
Crittenden County High School (1440)	Marion, Ky.	Dyersburg High School (1661)	Dyersburg, Tenn.
Murray College High School (43)	Murray, Ky.	Freed-Hardeman College (1497)	Henderson, Tenn.
Reidland High School (856)	Paducah, Ky.	Humboldt High School (1714)	Humboldt, Tenn.
Baton Rouge High School (560)	Baton Rouge, La.	Dobyns-Bennett High School (17)	Kingsport, Tenn.
Bernice High School (308)	Bernice, La.	Breckenridge High School (293)	Breckenridge, Tex.
Carenero High School (403)	Carenero, La.	North Texas State University	Denton, Tex.
Columbia High School (313)	Columbia, La.	Technical High School (1176)	Ft. Worth, Tex.
East Jefferson High School (1260)	Metairie, La.	Jacksboro High School (168)	Jacksboro, Tex.
Natchitoches High School (91)	Natchitoches, La.	Lewisville High School (1629)	Lewisville, Tex.
St. Mary's High School (1353)	Natchitoches, La.	Paris Junior College (1998)	Paris, Tex.
LaSalle High School (1724)	Olla, La.	Robert E. Lee High School (2070)	San Antonio, Tex.
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Sulphur High School (537)	Sulphur, La.	Princess Anne High School (1162)	Lynnhaven, Va.
Sanford High School (2111)	Sanford, Maine	Martinsville High School (297)	Martinsville, Va.
Cambridge High School (1243)	Cambridge, Md.	John Marshall High School (663)	Richmond, Va.
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Weston High School (2161)	Weston, Mass.	Edmonds Senior High School (2268)	Edmonds, Wash.
Northeast Mississippi Junior College (924)	Booneville, Miss.	Shoreline High School (1782)	Seattle, Wash.
Mississippi State Coll. for Women (1265)	Columbus, Miss.	Clendenin High School (1507)	Clendenin, W. Va.
Jefferson High School (1954)	Fayette, Miss.	East Bank High School (458)	East Bank, W. Va.
Northwest Mississippi Junior Coll. (2041)	Senatobia, Miss.	Triadelphia High School (1848)	Wheeling, W. Va.
Bonne Terre High School (2057)	Bonne Terre, Mo.	Columbus High School (2128)	Columbus, Wis.
Chillicothe High School (1849)	Chillicothe, Mo.	Nicolet High School (1512)	Milwaukee, Wis.
Doniphan High School (1433)	Doniphan, Mo.	Shawano High School (923)	Shawano, Wis.
Herculanum High School (2192)	Herculanum, Mo.	Waukesha High School (96)	Waukesha, Wis.
Joplin Senior High School (2105)	Joplin, Mo.		

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PUBLICATIONS LIST

• Secondary School Business Education

BUSINESS CURRICULUM—WHAT IS ITS FUTURE? (THE). A reprint of the popular article based on the Conant report. The authors describe curriculum patterns for business subjects in today's secondary schools. Reprinted from *THE NATIONAL BUSINESS EDUCATION QUARTERLY*, May 1959. 10 p. 25¢. (8-205)

BUSINESS EDUCATION CURRICULUM—A FUTURISTIC LOOK, (THE). This is one of the most forward-looking treatments of today's business education curriculum that is available anywhere. Topics range from social change, automation, and economic change affecting the business curriculum to symposiums on business education for the brighter students and business education for students of lower ability. *FORUM REPRINT SERIES*, No. 3, 1960, 36 p. \$1. (8-202)

BUSINESS AND ECONOMIC EDUCATION FOR THE ACADEMICALLY TALENTED STUDENT IN THE SECONDARY SCHOOL. This publication, prepared jointly by the National Education Association Project on the Academically Talented Student and the United Business Education Association, includes sections on the need for more business education for the academically talented, identification of the academically talented, course content on the American business economic system, the selection of the business teacher for the academically talented and a list of selected references. The book, written and edited by prominent business educators, is a "must" for the guidance counselor and business teacher. 1961. Approx. 100 p. \$1. (8-117)

BUSINESS EDUCATION FOR THE TALENTED. Every layman interested in education and every school administrator should have an opportunity to read this article outlining the need for academically talented students to take business education. (Reprinted from *BUSINESS EDUCATION FORUM*, February 1960.) 2 p. 10 copies for 25¢, 100 copies for \$2. (8-206)

BUSINESS EDUCATION PROGRAM IN THE EXPANDING SECONDARY SCHOOL, (THE). The characteristics of a good business education program in the secondary school are described. This comprehensive coverage of the business education program includes topics such as housing; equipment; teaching aids; teachers; supervision; selection, guidance, placement, and follow-up; extraclass activities; co-ordinated work experience; adult education; research; evaluating effectiveness of teaching in various subject areas; and what business education has to offer to general education, vocational competency, and community relations. 1957. 160 p. \$1.50 paper cover, \$2 hard cover. (8-103)

HOW TO TEACH THE CLERICAL PROGRAM. This comprehensive coverage of the secondary school clerical program covers topics from administering the program to how it should be taught. A 20-page listing of resources to use in teaching the clerical program is included. *QUARTERLY REPRINT SERIES*, No. 3, 1959, 72 p. \$1.25. (8-201)

PROPOSAL FOR BUSINESS-ECONOMIC EDUCATION FOR AMERICAN SECONDARY SCHOOLS, (A). This leaflet is the first in a series of releases prepared by the Policies Commission for Business and Economic Education. 1961. 8 p. Single copy, send stamped (4¢) and addressed envelope (#10); 2-49 copies @ 5¢ each; 50 copies, \$2.25; 100 copies, \$4. (8-115)

THIS WE BELIEVE ABOUT BUSINESS EDUCATION IN THE HIGH SCHOOL. This second in a series of pronouncements by the Policies Commission for Business and Economic Education presents concise statements concerning purposes, curriculum, vocational proficiency, guidance, public relations, and supervision of business education programs. 11 p. Single copy, send stamped (4¢) and addressed envelope (#10); 2-49 copies, 10¢ each; 50 copies, \$4.50; 100 copies, \$8. (8-116)

• Business Education Periodicals

BUSINESS EDUCATION FORUM. A monthly magazine of down-to-earth aids for the alert business teacher. Issued October through May. Included with UBEA \$5 basic and \$7.50 comprehensive membership service. Annual subscription to libraries, \$5. Single copies \$1. Bound Volumes 1 through 15 available, \$7.95 each volume. Write for information on library subscription. (8-A)

THE NATIONAL BUSINESS EDUCATION QUARTERLY. Provides monograph-type treatment of special areas of business education—administration and supervision, research, international, and teacher education. Included with the \$7.50 comprehensive membership service (which includes subscription to *BUSINESS EDUCATION FORUM*). Annual subscription to libraries, \$3. Bound volumes 6 through 8, 10, 12, 13, and 15 through 29 available. \$5.95 each volume. (8-B)

BOUND VOLUMES OF UBEA PUBLICATIONS. Bound volumes provide a compact, permanent method of maintaining your magazines. *BUSINESS EDUCATION FORUM* is available at \$7.95 for combined Volume 1 and 2, and \$7.95 for each volume 3 through 15. *THE NATIONAL BUSINESS EDUCATION QUARTERLY* is available at \$5.95 each, Volumes 6 through 8, 10, 12, 13, and 15 through 29. Librarians and others seeking individual issues to complete volumes for binding purposes should submit a list of missing issues to UBEA for checking availability. (8-808)

MAGAZINE BINDERS. Binders for your UBEA publications, *BUSINESS EDUCATION FORUM* and *THE NATIONAL BUSINESS EDUCATION QUARTERLY*, are now available. The long-lasting, durable binders have a simulated leather cover, beautifully embossed with the magazine title. Each binder (\$3.50) holds a two year's supply of magazines. By ordering two binders, you receive a discount price—one *FORUM* and one *QUARTERLY* binder, two *FORUM* binders, or two *QUARTERLY* binders for \$6.50. Payment must accompany the order. (8-401; 8-400)

• Business Teacher Education

BUSINESS TEACHER RECRUITMENT MATERIALS OF NABTE MEMBER SCHOOLS. A special committee of the National Association for Business Teacher Education surveyed the member schools and has compiled a report of methods and techniques, results of recruitment programs, and appraisal of materials used. A list of materials available for recruiting business teachers is included. 1958. Mimeographed. 21 p. \$1. (8-113)

BUSINESS TEACHER SUPPLY AND DEMAND. This special report, prepared by a committee representing the National Association for Business Teacher Education, reports supply and demand figures for business teachers in the five regions of the United States with a report of experiences of member colleges and universities in the area of supply and demand. 1958. Mimeographed. 18 p. 50¢. (8-114)

CHALLENGES IN BUSINESS TEACHER EDUCATION. This up-to-date resume of business education—past, present, and a look to the future—is divided into four parts: Business Education in a Modern World, Vital Issues in Business Education, A New Era: Automation and Modern Technology, and Pioneering in Business Education. 1957. 72 p. \$1.50. (8-105)

HOW TO TEACH BUSINESS SUBJECTS—ESPECIALLY DESIGNED FOR STUDENT TEACHERS. A book combining sections and reprints from NABTE Bulletins 60, 61, 65, and 69. The book is divided into four parts—Orienting Yourself, How You Will Be Supervised, How You Will Be Evaluated, and How To Teach Business Subjects. It is ideal for use as a textbook in methods classes and as a reference book for student teachers and new teachers. Cloth bound. 1959. 176 p. \$2.50. (8-109)

NEW DIMENSIONS IN THE PREPARATION OF BUSINESS TEACHERS. This report of the 1961 NABTE Convention includes keynote addresses and the reports of discussion groups. NABTE BULLETIN 74. 1961. \$1.25. (8-513)

SELECTION AND RECRUITMENT OF BUSINESS TEACHERS. Recruitment principles and procedures are presented including consideration of qualitative and quantitative factors; selective procedures; visitation programs; and practices at a state university, land-grant college, state college, and private university. NABTE BULLETIN 58. 1953. 48 p. \$1. (8-505)

SEMINAR IN BUSINESS EDUCATION. Eighty-five business educators present stimulating statements on challenging questions in business education. There are 96 statements classified under the headings of functions of business education, organization and administration, curriculum, teacher education, guidance, research, graduate study, and subject areas. A presentation on "How To Conduct a Seminar in Business Education," by Paul S. Lomax, makes this special reprint a "must" for business education seminars. QUARTERLY REPRINT SERIES, No. 4, 1960. 60 p. \$1.25. (8-203)

SUGGESTED GUIDANCE PRACTICES FOR BUSINESS TEACHER RECRUITMENT. The role in the recruitment of business teachers is outlined for teachers in secondary schools and teachers colleges, high school and college counselors, professional organizations, and the supervisor. NABTE BULLETIN 64. 1956. 24 p. \$1. (8-945)

NABTE BULLETINS. Single copies of BULLETINS 52-56 are \$1 each; BULLETINS 68-72 are \$1.25 each.

52. The Nature of Experiences and Practices in the Organization and Administration of Business Education Student-Teaching Programs. December 1950. 67 p. (8-501)

53. Part I: The Construction of a Standardized Test in Typewriting for Use on the Collegiate Level. Part II: Curriculum Guide for Distributive Education Students. March 1951. 78 p. (8-502)

54. Crucial Problems in Business-Teacher Education. June 1951. 75 p. (8-503)

56. Criteria for Certification of Business Teachers. June 1952. 40 p. (8-504)

68. Better Programs for Business Teacher Preparation—Distinguished Lecture in Business Teacher Education and Proceedings of 1958 Convention. Fall 1958. 24 p. (8-512)

70. Creativity in Business Teacher Education—A Prospectus. Distinguished Lecture in Business Teacher Education and Proceedings of 1959 Convention. Fall 1959. 56 p. (8-949)

72. Frontiers in Business Teacher Education. The 1960 NABTE address by John R. Emens and Proceedings of 1960 Convention. Fall 1960. 40 p. (8-507)

• Administration and Supervision in Business Education

ADMINISTERING BUSINESS EDUCATION IN LARGE HIGH SCHOOLS. Topics such as budgets, equipment and layout, selection and assignment of business teacher personnel, curriculum, extraclass activities, and public relations are considered along with other items of special interest to the supervisor, to the department head, and to the business teachers in a large high school. A Directory of Supervisors of Business Education (Cities of over 100,000 and States) is included. THE NATIONAL BUSINESS EDUCATION QUARTERLY. May 1958. 64 p. \$1. (8-947)

ADMINISTERING BUSINESS EDUCATION IN THE SIXTIES. The effect of the '50's on the '60's in the administration of business education is the theme for this publication. Curriculum revision in business education and improvement of instruction in business education at the college and secondary levels form the major portion of the issue. A special report on vital trends and problems in the administration and supervision of business education and the annual directories of state, and city and county (50,000 population or more) supervisors of business education are included. THE NATIONAL BUSINESS EDUCATION QUARTERLY. May 1960. 64 p. \$1. (8-112)

• Testing in Business Education

NATIONAL BUSINESS ENTRANCE TESTS. Six tests are available in each of two series: Business Fundamentals and General Information, Bookkeeping and Accounting, Stenography, General Office Clerical (including filing), Machine Calculation, and Typewriting. The six tests in the General Testing Series are used in schools for grading purposes and in preparing students for the Official Testing Series. The tests in the Official Testing Series are for administration at any Official Testing Center, which could easily be your own school. Tests in the General Testing Series are available at 50¢ each; a complete specimen set (1 each of 6 tests plus manuals) is available for \$3.00. Write for additional information on the Testing Program and Official Testing Centers. (8-807)

STUDENTS TYPEWRITING TESTS. Students Typewriting Tests are available to measure marketable productivity of typewriting students at the end of each of the first four semesters of typewriting. The tests may be used for diagnostic purposes after they have been used to measure the results of teaching in terms of productive ability. Each test includes both straight copy and production work. National norms are available for use with the Students Typewriting Tests. The awards program includes Certified Typist Certificates and Pins (bronze, silver, and gold) for separate levels of achievement. The tests are packaged and sold only in multiples of 10 copies of the same test. A complete specimen set (1 copy of each of 4 tests and manuals) is available for \$1.50. (8-806)

ADMINISTERING BUSINESS EDUCATION ON THE COLLEGE AND UNIVERSITY LEVEL. Curricular and noncurricular problems are covered in the administration of business education in various types of colleges and universities. THE NATIONAL BUSINESS EDUCATION QUARTERLY. May 1959. 64 p. \$1. (8-950)

ADMINISTRATIVE PROBLEMS IN BUSINESS EDUCATION. The annual May issue of THE NATIONAL BUSINESS EDUCATION QUARTERLY is designed for administrators of business education programs at all levels from a one teacher high school system to a head of the department in a large college. Issues available are: 1950, 64 p.; 1951, 48 p.; 1952, 56 p.; 1953, 64 p.; 1955, 72 p.; 1956, 64 p.; 1961, 72 p. \$1 each. (8-900A)

EVALUATING THE EFFECTIVENESS OF SUPERVISION IN BUSINESS EDUCATION. Basic information covering the responsibilities, functions, and specific duties of supervisors; also methods to implement a supervisory program of business education at each level of instruction. THE NATIONAL BUSINESS EDUCATION QUARTERLY. May 1957. 56 p. \$1. (8-946)

• Research in Business Education

GUIDE TO RESEARCH IN BUSINESS EDUCATION. One of the most complete reference books available for students and advisers reviewing, conducting, or interpreting research in business education. NABTE BULLETIN 66. 1957. 80 p. \$1.25. (8-506)

NEEDED RESEARCH IN BUSINESS EDUCATION. All business educators interested in conducting research will find this publication valuable. Some specific areas have been identified where work is vitally needed to fill gaps in business education research. RESEARCH BULLETIN OF UBEA, No. 1. 1955. 16 p. \$1. (8-943)

RESEARCH IN BUSINESS EDUCATION. Reports of techniques and developments in research in business education are compiled by the Research Division of UBEA to keep its membership informed. Also included in each issue since 1952 is a list of current studies completed and underway. 1950, 64 p.; 1951, 52 p.; 1952, 80 p.; 1953, 80 p.; 1954, 64 p.; 1955, 64 p.; 1956, 50 p.; 1957, 48 p.; 1958, 56 p.; 1959, 48 p., \$1 each. (8-900B)

RESEARCH IN BUSINESS EDUCATION and INTERNATIONAL BUSINESS EDUCATION. Part 1 reports on techniques and developments in business education research and a current list of business education research studies completed and under way. Part 2 includes interesting and informative articles on business education in other countries. 1960, 64 p.; 1961, 64 p. \$1 each. (8-900B)

SUMMARIES OF STUDIES AND RESEARCH IN BUSINESS EDUCATION FOR THE YEAR 1960. Research abstracts of 78 researches in business education are included in this annual publication designed to acquaint business educators with the general nature of studies completed during the year. THE NATIONAL BUSINESS EDUCATION QUARTERLY, October 1961. 72 p. \$2 (Copies of the 1953, 1955, 1956, and 1959 summaries are also available at \$2 a copy.) (8-948)

• Future Business Leaders of America

FUTURE BUSINESS LEADERS OF AMERICA HANDBOOK. The handbook, designed for use as a guide by business teachers and students in organization and operation of chapters of the national organization for young adults preparing for careers in business, includes suggestions for organizing, selection of projects, preparation of constitution, installation, and other information concerning the FBLA organization. 1959. 64 p. \$2. (8-110)

100 MONEY-MAKING PROJECTS. This book describes successful projects used for money-raising purposes by FBLA chapters throughout the country. The projects are divided into categories such as clerical, typewriting, and mimeographing services; conducting carnivals and carnival booths; operation of concessions; operation of school supplies store; printing and selling programs and booklets; publication and sale of school papers; sales campaigns, sponsoring athletic events, and so on. 1952. 39 p. \$1.50. (8-108)

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• Miscellaneous Business Education Publications

ADULT CLASSES IN BUSINESS EDUCATION. This publication is devoted to an overview of adult education in business education with articles on adult classes in each of the major business education subjects. Approx. 36 p. FORUM REPRINT SERIES, No. 4, 1961. \$1. (8-204)

CHRONOLOGY OF BUSINESS EDUCATION IN THE UNITED STATES. Includes important dates, names, and events in the history of business education in the United States. Reprinted from the Centennial Issue of BUSINESS EDUCATION FORUM. 1957. 8 p. 25¢. (8-207)

GUIDANCE IN BUSINESS EDUCATION. A down-to-earth approach to successful guidance practices, the role of the counselor, and bulletin board suggestions provide a well-rounded treatment of this important phase of the school program as related to business education. FORUM REPRINT SERIES, No. 1, 1958. 24 p. 50¢. (8-104)

INTERNATIONAL BUSINESS EDUCATION. The January 1959 issue of BUSINESS EDUCATION FORUM features international business education and teaching aids in business education. FORUM REPRINT SERIES, No. 2, 1959. 42 p. \$1. (8-200)

ONE HUNDRED YEARS IN BUSINESS EDUCATION. A chronology of business education in the United States and an historical treatment of the major subject areas in business education and the United Business Education Association make this publication a must for the library of each professional business teacher. 1957. 65 p. Cloth, \$2. (8-107)

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Additional copies of this four-page UBEA Publications List may be obtained without charge by sending a self-addressed, stamped (4 cents) envelope to the United Business Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. Reasonable quantity orders will be filled for distribution to teacher education students in NABTE member schools, and for workshops and conferences.

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Your last year's Forum address (if different from above address)

(Continued from page 2)

► The new Executive Committee of the National Association for Business Teacher Education met at the Conrad Hilton Hotel in Chicago on May 27 and 28. NABTE's Curriculum Study Project is moving along at full speed. Lewis Toll, Illinois State Normal University, is chairman of the project. Dr. Toll was at the UBEA Headquarters Office on August 7 and 8. While in Washington, he consulted with persons at the National Education Association and at the U. S. Office of Education concerning various phases of the study. Two members of the NABTE Executive Committee, Faborn Etier of The University of Texas, and George Wagoner of The University of Tennessee, visited the UBEA Headquarters Office this summer. They are the co-chairmen for the February convention of NABTE. The program will feature the Curriculum Study Project.

► Volume 15 of BUSINESS EDUCATION FORUM closed with the May issue. This was the 115th issue of the FORUM produced at the UBEA Headquarters Office. Thirty-seven sets of complete Volumes 1-15 of the FORUM were shipped to the bindery this summer. We hope there will be 37 business educators who will have these attractive and valuable books in use this year. There are bound volumes of THE NATIONAL BUSINESS EDUCATION QUARTERLY, too, which are attractive as well as useful books for the business educator's library.

► More than 700 Future Business Leaders of America invaded Washington in June for the three-day national convention. This UBEA sponsored activity is one of the most stimulating and rewarding events of the year. It is the policy of the FBLA National Organization to hold the conventions in first-class hotels where the young adults have an opportunity to acquire experiences that will benefit them in the years ahead. They meet in the same convention halls and speak from the same platforms which often were used only a few hours earlier by persons well-known in business and government.

Many of the FBLA members and chapter sponsors made front page news in their home town papers following the convention. The businessmen in Collingdale, Pennsylvania, sponsored a float in the Independence Day Parade to honor the new FBLA national president, Evelyn Lake. The newspapers in Springfield, Missouri, devoted more than 400 inches of space in acclaiming the new president of Phi Beta Lambda (College FBLA), Joe Steinert. Miss Future Business Leader of America, Veda Prichard, received the accolade of a Miss America when she returned to her home town of Lyons, Oregon. Each of the award winners listed on pages 45 and 46 in this issue of the FORUM has a story well worth reporting.

The Evening Star, one of Washington's leading newspapers, published a lengthy feature story in its Teen Section and carried a front-page banner headline "How Would Teen-Agers Be As Executives?" The story was prepared by The Evening Star staff writers and photographers who spent an afternoon at the convention interviewing FBLA members. The public relations value of FBLA should not be overlooked by the business teachers in our secondary schools and colleges.

If you have a business club in your school which is not chartered to operate under the name, "Future Business Leaders of America," now is the time to secure information about FBLA and how to obtain a chapter charter. Some schools have chapters with as few as 10 members, the minimum number of students required for a chapter;

HEADQUARTERS NOTES

other schools have 300 or more members in their chapters. Where the membership is large, the chapter is divided into sections or clubs according to the special interest of the students and sponsors. Regardless of the size of the club or the objectives of the club, the Future Business Leaders of America or Phi Beta Lambda (College FBLA) has a plan of action that will enable your present club to contribute even more to better education for business.

► Before the FBLAers left Washington, another convention was getting under way in Albuquerque, New Mexico. This was the convention of the Mountain-Plains Business Education Association, a Region of UBEA. A more detailed report of the convention will be published in the next issue of the FORUM. The UBEA Representative Assembly for the Mountain-Plains Region preceded the convention and the annual meeting of the UBEA Administrative Committee on June 17 followed the MPBEA convention.

► At the time of the Administrative Committee meeting in Albuquerque, Mary Ellen Oliverio of Teachers College, Columbia University, was in Washington to represent UBEA at the Disciplines Seminar. This Seminar, one of several sponsored by the NEA Project on Instruction, was concerned with "What To Teach."

► NEA's convention in Atlantic City the last week in June brought together more than 100 business teachers on the afternoon set aside for Department meetings. The UBEA Representative Assembly for the Eastern Region and a lengthy session of the ERUBEA Governing Board followed the program planned especially for the NEA delegates. A brief report of these sessions is on page 37 in the FORUM.

► During the first two weeks in July, members of the staff at the UBEA Headquarters Office scattered to their favorite beaches and for vacations with their families "back home." Our staff of eight persons devoted the last half of July and the month of August to updating materials, evaluating and revising procedures, reading manuscripts for publications, working with the NEA Project on the Academically Talented Student, auditing files, and making ready for the new school year. July and August are the months when many teachers and their families visit the UBEA Headquarters Office and when groups such as the 300 members of the Pennsylvania State Education Association's Workshop come to the NEA Educational Center for a full day of briefing sessions, interviewing members of the staff, and browsing through the NEA publications.

► We have saved the last note this month for the good news that the NEA Project on the Academically Talented Student and the UBEA will release very soon the publication, "Business and Economic Education for the Academically Talented Student in the Secondary School." If you are a business teacher and have the UBEA comprehensive membership service, be sure to Clip 'n Mail the coupon on the wrapper of the November issue of the FORUM for your complimentary copy of this new publication. The book is described on page 47 in this issue of the FORUM. And, here is another bonus for members of UBEA. We are pleased to announce that arrangements have been made for all members of UBEA as of November 1, 1961, to receive the 16-page booklet, "Economic Education in the Schools - a Summary of the Report of the National Task Force on Economic Education." This report will be very much in the news after its release on October 9.

Hollis Guy, Executive Director of UBEA

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THE NATIONAL BUSINESS EDUCATION ASSOCIATION QUARTERLY

A UBEA-DPE
Cooperative Project

The Fall Issue of *The National Business Education Quarterly* is a professional service of the United Business Education Association. The subscription rate to libraries is three dollars a year. The UBEA comprehensive membership service includes a subscription to the *Quarterly* and

a year's membership in the four UBEA Professional Divisions (institutions excepted). Many back issues of the *Quarterly* are available at the single copy rate. Write to the United Business Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C., concerning the *Quarterly*.

Future Business Leaders of America



Sponsorship of the Future Business Leaders of America is one of the major activities of UBEA, your national professional association. Does your school have an FBLA chapter? Why should every high school have a chapter? The answers to this and other questions you may have are given below:

- FBLA is the national youth organization for high school and college students enrolled in business subjects. It is sponsored by the United Business Education Association.
- FBLA operates as a part of the school program under the guidance of business teachers, school administrators, and businessmen.
- FBLA is democratically organized and designed for all business students. It is devoted to providing young adults with educational, vocational, and leadership experiences.
- FBLA has chartered over 2400 chapters in high schools and colleges. A National Office is maintained at the UBEA Headquarters in Washington, D. C.
- FBLA encourages improvement in scholarship, promotes school loyalty, and strengthens the confidence of young adults in themselves and their work.
- FBLA's official magazine, FUTURE BUSINESS LEADER, is mailed to more than 60,000 members, sponsors, and advisers.
- FBLA local and state chapters operate under charters granted by the National Organization. Each chapter, with its own constitution, adopts projects and programs within the framework of the National Organization.
- FBLA holds a national convention annually during the month of June. State delegates, chapter representatives, contestants, and chapter sponsors are in attendance. Most state chapters sponsor annual conventions or conferences.
- FBLA is on the Approved List of National Contests and Activities of the National Association of Secondary-School Principals.

Information on how to start an FBLA chapter in your school is available for the asking. Write today! Your students should be receiving the opportunities and experiences available with participation in this national organization.

Clip 'n' Mail

To: Future Business Leaders of America
1201 Sixteenth Street, N. W., Washington 6, D. C.

Please send me information concerning the FBLA organization and instructions for organizing a chapter in my school.

I (do) (do not) now sponsor a business club. Approximate number of members

Name

School

Street and Number

City Zone State

y!
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